

To the Judges of the Circuit Court of the
United States for the District of Massachu-
setts.

Samuel S. Greene of Providence, in the
State of Rhode Island, and a citizen of the
United States, brings this, his bill, against
William Bishop of Plymouth, in the County
of Plymouth, and a citizen of the said
District of Massachusetts, bookseller.

And thereupon your orator complains
and says, that he is a citizen of the United
States, and is author and proprietor of a
certain book entitled, "Greene's Analysis,
"A Treatise on the Structure of the English Lan-
"guage; or the Analysis and Classification of
"Sentences and their component parts with
"illustrations and exercises adapted to the use
"of schools. By Samuel S. Greene A.M. Prin-
"cipal of the Phillips Grammar School, Boston.
Philadelphia: Thomas, Bowperthwait and Co.
"1848." — The title of which said book was
duly entered for securing the copy-right
thereof by the said Greene, according to the
act of Congress, on the nineteenth day of
November, in the year of our Lord, one
thousand, eight hundred and forty six,
in the Clerk's office of the District Court

of the District of Massachusetts, as by the record of such entry, remaining in said Clerk's office, fully appears; and your orator avers that he did all other acts and things required by law, for the securing of his said copy right, in the book aforesaid; and continued by his agents, duly authorized, to publish and sell the same, exclusively of all other persons, and under the protection of the copy right thus secured to him.

And your orator further shows that he is the author and proprietor of a certain other book entitled "Greene's First Lessons in Grammar. First Lessons in Grammar based upon the Construction and Analysis of Sentences; designed as an introduction to the 'Analysis of Sentences'." "By Samuel S. Greene A.M. Principal of the Phillips Grammar School, Boston. Philadelphia: Thomas, Lowperthwait and Co." The title of which said book was duly entered for the securing the copy right thereto, by the said Greene, according to the act of Congress, on the twenty ninth day of July, in the year of our Lord one thousand, eight hundred and forty eight, in the Clerk's office of the District Court of the District of Massachusetts, as by record of such entry, remaining in said Clerk's office, fully appears, and your orator avers that he did all other acts and things, required

by law for his securing of his said copyright in the book aforesaid, and continued, by his agents duly authorized, to publish and sell the same, exclusively of all other persons, under the protection of the copyright thus secured to him.

And your orator further says that the purpose and design of both of the said books is to teach children the formation and analysis of the English Language; and that in furtherance of this design, he has invented, arranged, composed and set forth in both of the books aforesaid, a new system for the division of all sentences of the English Language into various classes, with new divisions and subdivisions; and your orator further says, that he has invented, applied and set forth in both of said books, new names to express and define these said classes, divisions and subdivisions; and your orator further says that he composed, arranged and set forth in both of said books, certain exercises, designed to teach and illustrate the formation and analysis of the sentences of the English language.

And your orator further says that the exclusive right to print, publish and sell, the several books aforesaid, the whole and every part of the contents of each of them, was, and is, vested in your orator, and that

your orator has expended large sums of money in preparing and printing editions of the said books, and has always had, and still has, a sufficient number of copies on hand, for sale to the public, at a reasonable price, and has always received, and still ought to receive the profits thereof.

Nevertheless, the said defendant, contriving and intending to injure your orator, without the license and consent of your orator, on the first day of January, in the year of our Lord one thousand, eight hundred and fifty three, at his shop in said Plymouth, published and exposed for sale and sold, and still continues to publish and expose for sale, divers, to wit; ten thousand, copies of a book entitled; "Correll's Digest of English Grammar. A Digest of English Grammar synthetical and analytical; classified and methodically arranged; accompanied by a chart of sentences, and adapted to the use of Schools. By L. T. Correll, Principal of the Fourth Ward Schools, Alleghany Pa. Apply thine heart unto instruction, and thine ears to the words of knowledge. Prov. 23:12. New York: D. Appleton and Company, 200 Broadway. Pittsburg: A.H. English and Co. "M.D.C.C.C.III" — and further more that the said defendant on the thirteenth day of July in the year of our Lord, one thousand, eight hundred and fifty four, at

his said shop, published and exposed for sale and sold, and still continues to publish and expose for sale, divers, to wit, ten thousand, copies of a book entitled "Covell's Digest of English Grammar, A Digest of English Grammar, syntactical and analytical, classified and methodically arranged; accompanied by a Chart of Sentences, and adapted to the use of schools, Alleghany, Pa. Apply thine heart unto instruction, and thine ears to the words of knowledge. Prov. 23: 12. Second Edition. New York: D. Appleton and Company, 200 Broadway - Pittsburg: A. W. English and Co. M. DCCC. LXXX."; and said last mentioned book, is a second edition of the first mentioned book, published and sold by the defendant, and differs from said first mentioned book, only in a few unimportant words and phrases, and contains, in fact, all the matter and substance contained in the said first mentioned book, although the words in which said matter and substance is expressed, are not, in all cases, the same.

And the said books, so published, exposed for sale and sold by the defendant, are violations and infringements of the said several copyrights of your orator; in that they contain matter adopted from the said books of your orator, so copyrighted as aforesaid, describing and setting forth the said new system for the division of all

sentences of the English language into various classes, with new divisions and subdivisions, invented and applied, as aforesaid, by your orator; and furthermore, in that they define, adopt, and use in the same manner with your orator, the new names aforesaid, invented and employed by your orator to express and distinguish the aforesaid new classes, divisions and subdivisions of the sentences of the English language; and furthermore that the said book adopts and imitates the form and use of certain exercises for children, composed and arranged by your orator, for the purpose of teaching and illustrating the composition and analysis of the sentences of the English language; and furthermore, that the said books, published as aforesaid and sold by the defendant, are substantially of the same plan and motive throughout with the aforesaid books of your orator, and that they are intended to supersede the said books of your orator, in the market, with the same class of readers and purchasers, without introducing new matter and with only colorable deviations.

And your orator farther states that before the said Covell had compiled, and before the defendant had published and sold the books herein before complained of, the said Covell had seen, read, approved of and introduced as a text book into the school of which he was the teacher, one or both of the said books.

of your orator, and that he recommended one or both of the said books of your orator, to the favorable notice of other teachers and school directors, as a text-book better calculated to meet the wants of schools, than any other work on grammar of which he had any knowledge at that time. And your orator further states that, before the publication of his said books, the said Lovell had no knowledge of the system of analysing sentences in the manner described and set forth by your orator in his said books; and afterwards described and set forth by the said Lovell in the books hereinbefore complained of, and published and sold by the defendant.

And your orator further states, that ~~De~~ Appleton and Company of New York, the original publishers of the books hereinbefore complained of, and sold by the defendant, had been informed, and knew, that the said books, published by them as aforesaid, were infringements and violations of the said copyrights of your orator, and that in consequence of said information and knowledge, they directed the said Lovell to change and alter certain portions of his said first mentioned book, so that in the said second edition thereof, there might be less apparent similarity to the books of your orator, copyrighted as aforesaid, and that in consequence of said directions, the said Lovell did, in the preparation

of the said second edition of said book, change and alter certain portions of his said first edition of said book, and made certain other colorable deviations, particularly in those parts and sections, which, your orator has hereinbefore complained are infringements and violations of his said copy rights, secured as aforesaid; and said changes, alterations and deviations do not render said second edition more valuable, more instructive, or better suited for the use of teachers or pupils of schools than the said first edition, but that the said changes, alterations and deviations were introduced into said second edition simply and solely for the purpose of diminishing the apparent ^{and sold} similarity between the books published by the said defendants, as aforesaid, and the books of your orator, under the false and mistaken supposition that by making certain small, unimportant, and colorable changes, alterations and deviations, the said defendants could escape the penalty of the law, in such case made and provided.

And your orator further shows, that in consequence of the said defendants' having so exposed for sale and sold, and of his continuing to expose for sale and sell, the books hereinbefore complained of, the sales of your orator's said books have been hindered and rendered less than they would otherwise have been; and that your orator

will suffer a still greater diminution of his sales, and a still greater loss of his lawful and rightful profits on his said books, if the said books hereinbefore complained of, shall continue to be sold or exposed for sale by the said defendants, or any other person.

~~and~~ To the end therefore that the defendant may, upon his corporal oath, and according to the best and utmost of his knowledge, remembrance, information and belief, full, true, direct and perfect answer make to all and singular the matters hereinbefore set forth and complained of and especially to answer and set forth —

1. Whether your orator is not the proprietor of the several copyrights of the said books entitled respectively: "Green's Analysis" and "Green's First Lessons" as herein before stated by your orator?

2. Whether the defendant has sold any, and how many, copies of said book hereinbefore complained of; and at what prices; and how many copies have they now on hand?

3. Whether the said books published and sold by the defendant as aforesaid, do not contain matter adopted and copied from the said books of your orator or copy-righted as aforesaid?

4. Whether the said books published and sold by the defendant, as aforesaid, are not substantially of the same plan and motive throughout with the aforesaid books of your orator?

5. Whether, before the said Lovell compiled and before the defendant published and sold the books, herein before complained of, the said Lovell had seen, read, approved of and introduced as a text book into the school of which he was the teacher one or both of said books of your orator?

6. Whether before the publication of the said books of your orator the said Lovell had any knowledge of the analysis of sentences, in the manner described by your orator in his said books; or of the new system for the division of all sentences of the English language into the various classes, divisions and subdivisions set forth in said books of your orator, or of the names employed by your orator to express and distinguish the aforesaid classes, divisions and subdivisions; and whether he, the said Lovell, ever taught, or recommended to others to teach, or employed for the purpose of teaching the analysis or composition of the English language, exercises like those employed by your orator for that purpose, and set forth and ex-

plain'd in the books of your orator, copy-right'd as aforesaid?

7. Whether the defendant, or the said D. Appleton and Company of New York, the original publishers of the books hereinbefore complain'd of, and sold by the defendant, knew that the said works of the said Covell, published and sold by ^{him and} them, as aforesaid, was an infringement and violation of the said copy rights of your orator; and whether in consequence of such knowledge and information, they or either of them, directed the said Covell to change and alter certain portions of his said book so that in the second edition published by the defendant as aforesaid there might be less apparent similarity to the books of your orator copyright'd as aforesaid, and whether in consequence of such directions the said Covell did in the preparation of the said second edition of his said book change and alter certain portions of said book, and make certain other colorable deviations, particularly in the parts and sections of his said book which treat of the subject of the analysis of sentences in the English language, which said parts and sections your orator has hereinbefore complain'd are infringements and violations of his said copy right; secured as aforesaid; and whether said changes, alterations

and deviations render said second edition of said book more valuable, more instructive or better suited for the use of teachers and pupils of schools than the said first edition; and whether said changes, alterations and deviations were not introduced into the said second edition for the purpose of diminishing the apparent similarity between the books sold by the defendant as aforesaid and the books of your orator copyrighted as aforesaid, and if they were not introduced for that purpose, why were they so introduced as aforesaid?

And that the defendant may be restrained by injunction from selling or exposing for sale, or causing, or being in any way concerned in, the selling or exposing for sale, or otherwise disposing of, any other copy or copies of the books hereinbefore complained of; and that he be ordered to render to your orator an account of the copies of the same that have been sold, and to pay over to your orator the proceeds of such sales; and that he be ordered to deliver up to your orator all the copies of said books that he has on hand; and that it be decreed that the defendant pay to your orator all the costs of this suit, and that the exclusive right and privilege of your orator to print and publish

and sell his said books, and the matters hereinbefore charged to have been piratically taken from him as aforesaid, may be established, and that your orator may have such other and further relief in the premises, as to this Honorable Court may seem meet, and as the nature and circumstances of the case may require. Therefore will this Honorable Court grant unto your orator the Writ of Subpoena issuing out of, and under the seal of, this Court to be directed to the said William Bishop of Plymouth, in the County of Plymouth and District of Massachusetts, commanding him, by a certain day, and under a certain penalty to be therein specified, to appear before this Honorable Court, to answer upon oath the matters and things hereinbefore complained of and abide the order and decree of the Court.

Samuel S. Greene
by
Samuel Shaw Jr.

Samuel Shaw Jr.
Solicitor for plff.

The defendant William Bishop.

is required to answer the interrogatories
numbered respectively 1, 2, 3, 4, 5, 6, & 7.

Circuit Court of the U. S. Mass. District
July 25th 1854.

Personally appeared the within
Samuel Shaw Jr. Attorney of Complainant and
made Oath that he has read the above bill
subscribed by him and knows the contents
thereof and that the same is true except as
to matters therein stated to be on the information
and belief of Complainant and that as to those
Matters he believes the same to be true.

Before me. W. W. Sumner Clerk



14

Samuel S. Green
William Smith

Join of Complaint

Personal

1854
March 25th Gilda + Subpoena to Sum.
Jury - Riddle or Depon. Rides to town.
Depon. 4. 1854
after 4. 1854

United States Circuit Court.
Massachusetts District Ct.

Samuel S. Greene in Equity
v.
William Bishop.

In obedience to the annexed order of the Court, I have examined the pleadings & proofs in the above intitled action, and have heard the parties thereon, and thereupon report:

First: That of the books stated in the bill to have been sold, and exposed for sale by the Defendant, the only books so sold or exposed were certain copies of Correll's Digest of English Grammar, of each of the second, third & fourth editions, and that the contents of the copies of these several editions are the same.

Second: That the plan of the Defendant's book taken as a whole, is not similar to the plan of either of the Plaintiff's books: but that in that part of the Defendant's book, which treats of analysis, and which is contained between Sections 138 and 181 inclusive, the system on which the materials are arranged, the logical order in which the subject is displayed, and the mode by which it is set forth, and illustrated by copious models & examples are similar to those of the Plaintiff's entire book intitled Greene's Analysis.

Third: That the parts and matters of the Defendant's book, specified in the schedule hereto annexed, marked A. are similar to the parts and matters contained in the Plaintiff's ^{book}, also specified in schedule hereto annexed marked B.

Fourth: That the parts & matters named in schedule B., in the logical connection in which they stand, in the Plaintiff's book, and in which they are taken and used by the Defendant, form an original part of an original system of grammar, set forth in the plain-
said book. The schedules annexed indicate the order in which these parts & matters appear in the respective books.

Fifth: That the use of said parts & matters by the Defendant tends to prejudice the sale of the Plaintiff's book called Green's Analysis, ^{to the} ~~as~~ there are sold copies of the Defendant's book called Covell's Digest.

A. E. Parker.

United States Circuit Court.
Massachusetts District J.
October Term 1886. (Oct. 15th)

Samuel S. Greene, in Equity.

vs.
William Bishop.

The above entitled cause being ripe for hearing upon the pleadings and proofs, and being called upon the Hooket, it is ordered, adjudged and decreed that it be referred to Francis E. Parker as a master of this Court, to examine the pleadings and proofs therein, and to report to the Court, whether the plan of the defendants' books, or any parts or matters — therein are similar to the plan of the plaintiffs books, or any parts or matters therein, and, if so, to specify the same. And also to report whether the same, or any part thereof, and which, are original with the plaintiff. And also to report whether the use in the defendants' books or parts or features taken from the plaintiff's books, and

original therein, tends to prejudice, and to what extent, the sale of the Plaintiff's books,

Each party shall be at liberty to use as evidence any books or publications mentioned in the proofs;

And all further directions are reserved by Court until the coming in of said Report;

By the Court
(signed)

H. W. Fuller. Clerk

A true copy attest.

V. W. Ferrer
Clerk

41.
Jas. C. Greene, in
W. Bishop
Order for Reference.

Order of Reference
Oct 15. 1836.

Saml. S. Greene, in Equity } United States Circuit Court
vs. } Massachusetts District C.
William Bishop } October Term 1856 - (Oct 15th)

The above entitled cause being ripe for hearing upon the pleadings and proofs, and being called upon the docket, it is ordered, adjudged and decreed that it be referred to Francis E. Parker as a master of this court, to examine the pleadings and proofs therein, and to report to the Court, whether the plan of the defendant's books, or any parts or matters therein are similar to the plan of the plaintiff's books, or any parts or matters therein, and, if so, to specify the same. And also to report whether the same, or any part thereof, and which, are original with the plaintiff. And also to report whether the use in the defendant's books of parts or features taken from the plaintiff's books, and original therein, tends to prejudice, and to what extent, the sale of the plaintiff's books.

Each party shall be at liberty to use as evidence any books or publications mentioned in the proofs; And all further directions are reserved by

Court until the coming in of said Report

By the Court
A. W. Fuller Clerk

411. Saul. S. Greene, in 2p.

W. William Bishop

Under for Reference

Decease of Reference
Oct 15. 1856

UNITED STATES OF AMERICA.

Massachusetts District, ss.

To

William Bishop - of Plymouth
in the County of Plymouth & State
of Massachusetts - Bookseller &
a Citizen of said State

GREETING.

FOR CERTAIN CAUSES, offered before the Circuit Court of the United States of America, for the first Circuit, within and for the Massachusetts District, as a Court of Chancery, WE COMMAND AND STRICTLY ENJOIN YOU, laying all other matters aside, and notwithstanding any excuse, that you personally be and appear before our said Circuit Court, at the Rules, to be holden at the Office of the Clerk of our said Court, in Boston, in said District, on the first Monday, being the *fourth* day of *September* next, to answer concerning those things, which shall then and there be objected against you by

Samuel S. Greene - of Providence
in the State of Rhode Island - a Citizen
of said State of Rhode Island -

and to do further and receive that which our said Circuit Court shall consider in this behalf.

And this you are in no wise to omit, under the penalty of *One thousand* dollars

And have you there this writ.

Witness, the Honorable

this *twenty fifth*
the seventy *ninth*

day of *July*

at Boston, A. D. 185*4* in

year of the Independence of the United States of America.

A. M. Fuller
Clerk.

MEMORANDUM. The defendant is to enter his appearance in the suit in the Clerk's Office on or before the day at which the writ is returnable, otherwise the bill may be taken pro confesso.

520

In Equity,

Saml D. Greene

VERSUS

William Bishop

SUBPOENA,

RETURNABLE, Sept- RULES,

To wit, Sept 4 1854.

Blake & Shaw
27. State St.

United States
Marshal.

By the Marshal
a true and correct copy hereof
is given to him in hand

I hereby certify, that I have notified the within named

United States of America, & Attorney General,
MASSACHUSETTS DISTRICT, SS.
Boston, 27th Sept 31. 1854.

For
1 1/2
3 50
6 00
Total
10 50

United States of America.

Massachusetts }
District, } ss.

The President of the United States of America,

To the Marshal of our District of Massachusetts,

or to either of his Deputies,

GREETING.

WE COMMAND YOU that you summon William Bishop
of Plymouth in the County of Plymouth
of District aforesaid - a citizen of
said State of Massachusetts -

(if he may be found in your precinct)

to appear before the Circuit Court
of the United States, to be holden at Boston, within and for the Massachusetts District, on
Monday the fourth day of September - at ten
o'clock, A. M., then and there to show cause, if any he has why an Injunction
should not issue against him as prayed for in the Bill of Complaint of

Samuel S. Greene - of Providence in
the State of Rhode Island, a citizen
of said State of Rhode Island -

HEREOF FAIL NOT, and make due return of this Writ, with your doings thereon
into our said Court.

Witness, the Honorable

at Boston aforesaid, the twenty fifth day of July
in the year of our Lord one thousand eight hundred and fifty four

Roger B. Sawyer
J. M. Butler Clerk.

United States of America,
Massachusetts District, ss. }
Dated 19th month of July 31st 1854
SC

William Bishop
leaving to him in hand a true and
correct copy hereof

United States Marshal,
Massachusetts District.
J. H. May Jr
Paid 25
Fees 15
Fees 2.40
He makes 45.40

527

IN EQUITY,
Saml B. Green
vs.
William Bishop

SUMMONS TO SHOW CAUSE,

Returnable Sep 24. 1854.

Samuel Shaw Jr
of Counsel for
Compt.

Circuit Court of the United States.

District of Massachusetts -

In equity —

The replication of Samuel S. Greene Complainant to the answer of William Bishop, Defendant.

This repliant saving and reserving unto himself all and all manner of advantage of exception to the manifold insufficiencies of the said answer, for replication thereunto saith, that he will aver and prove his said bill, to be true, certain and sufficient in the law to be answered unto, and that the said answer of the said Defendant is uncertain, untrue and insufficient to be replied unto by this repliant; Without this, that any other matter ~~and~~ thing what soever in the said answer contained material or effectual in the law to be replied unto, confessed and avoided, traversed or denied is true; All which matters and things this repliant is and will be ready to aver and prove as this Honorable Court

shall direct, and humbly prays as in
and by his said bill he hath already
prayed.

Samuel S. Greene
by L. S. Jr

Samuel Shaw Jr.
Solicitor for Comps

Lyrene in eq v. Bishop
under to Menten

W. B. M. Proprietor
of the 1856 & 1857
in the - first of the
B. B.

Circuit Court of the United States.
Massachusetts District

Oct. 3. 1835

Saml. S. Greene in eq.)

v.
William Bishop. }

Order to Master—

It is ordered, ~~adjudged~~ and decreed that the above entitled action be referred to George S. Willard Esq. specially appointed one of the Masters in Chancery of this Court, to examine and report to the Court, whether in the plan, combination or arrangement, or any part thereof, of the books, whereof the complainant claims copyright; or whether in the materials, or any part thereof, contained in said books, there is any thing, and if so, what that is novel and original, and that has been used in the books complained of in violation by the complainants bill; and to re-

test the evidence, so far as either party
may request, and his conclusions thereupon,
whether the whole, or any part, and if
any, what, parts of the said books complain-
ed of are an infringement of the complain-
ant's copyrights.

Diverse agreements
Memo to.



Green's in Log.
Bishop

Signature to extend time for
Business.

Aug 30th 1854. Filed in
County Office
Attest
J. J. [Signature]

Circuit Court U.S.

Greene in eq v Bishop -

It is hereby agreed that the time
for filing answer & affidavits in
the above case shall be postponed
to the first Monday in October
next -

Samuel Shaw Jr.
Solicitor for plffs.

Thomton K. Lotthrop
Solicitor for defts.

Boston Aug. 30th 1834.

Spence is by an English

Appearance upon opening testimony

At the Aug 23^d. 1855.

Saml. S. Greene	}	U. S. Circuit Court.
vs.		Massachusetts District
W ^m - W. Bishop		

~~The~~ ~~It~~ is agreed that all testimony taken by either party in the above entitled action may be opened at any time by the clerk, without prejudice to the rights of either party.

Samuel Shaw Jr.
 Plffs. solicitor.
 Thornton K. Lotthrop
 Dfts. Solicitor

Norton Haby 1st 1856.

H. M. Fuller Esq. Clk.

dear Sir.

Please to deliver to the bearer 6 copies of
Greene vs. Bishop besides one of the interleave copies for my
use

Very

T. K. Lottrop Esq. Solr

Green & Bishop

Order for copies

Cum gratia of the U. S. Feb. 7/1858

Greene & Bishop

In the above entitled cause it is
agreed that the exhibits used
before the Master shall be
deemed to be before the Court
as a part of his report, & may
be referred to by either party
if the exceptions in point of law are so
taken in point of form that the same
would be admissible if those exhibits
had formed part of the Master's
reports

Lemuel Shaw Jr.
Complainant's Solicitor
T. K. Lott
Defendant's Solicitor

Greene & Bishop

For E. A. & S.
Map. 20151-3 Nov 1. 1858
Agreement. Filed
at M. D. Fuller.

Greene & Bishop, —

Please print the evidence in the
following order

- as note 20 d. 1. Mr. Corvethwait (Taken by Hazlett in Phil)
" " " 2. Meps Colborn &als. Taken by Mr. Pitman in Prov.
3. Meps Williams &als Taken by Mr. Menwin Bost
4. Mr. Warren Taken by Mr. Hazlett Phil -
5. Mr. Douthett Taken in Pittsburgh Penn
25. 7 6. Meps Appleton's Taken by Mr. Stillwell M.
7. Mr. Williams Taken by Schweitzer
Mr. Williams taken by Spraul -
8. Mr. Wolcott Taken in Pittsburgh
9. Mr. Thompson
10. Mrs. Covell
11. Mrs. Covell 2nd Taken at Pittsburgh

Samuel Shaw Jr

Sept. 24th 1855

Please print 75 copies - 10 of them on
writing paper.

at the Printing

Wm. A. D. D. 1856. Am. Rev.

United States of America
District of Massachusetts.

S. S. Green in Equity }
vs. } U. S. Circuit Court.
Wm M. Bishop }

It is agreed in the above entitled action that the printing may be commenced to-day, Monday September 24, 1855: without ~~prejudice~~ a privilege to either party of putting in further evidence -

Samuel Shaw Jr.
Solicitor for Plff.

T. K. Lotthrop
Solicitor for Dft.

Greene in 24 v Birkhoff
Agreement to print.

(Jas. B. Jones)

Circuit Court of the United States -
Massachusetts District.

Samuel J. Greene, in equity
v.
William Bishop

Now the said Complainant comes,
and moves that an order for the publication
of the evidence, taken in the above entitled
action, be decreed to have passed, or do now pass,
and that the evidence be referred to George
J. Hillard Esq., Specially appointed as one
of the Masters in Chancery of this Court to
see the books mentioned in said bill, and
to examine whether the publication and
sale of Covell's Digest is an infringement of
the Complainant's copyrights, and whether the
Complainant's said books are novel and original,
as set forth in his said bill, and whether
Covell's books are of a nature to injure the
sale of the Complainant's books in the same
market and with the same class of readers
and purchasers on account of the matter
contained in them, if any such there be,
derived from the Complainant's books.

And the said Master is to state the facts
in relation to the same points together with
his opinion thereon to the Court.

Samuel Shaw Jr.
Solicitor of Complainant.

Greene in eq. v Bishop -

Motion -

Sept 17 1857
Wm. W. C. v. Bishop
Filed in the Court of the
Hon. J. H. Smith
J. H. Smith
Clerk

Green J Bishop

Am. Council.
14th Oct 1887.

E. J. Fuller Esq.
14th Oct 87.

Dear Sir,

I have received

with Mr. Report, Frederick,
and a few other objects
in June or October.

Mr. Skane has
me to ask you to proceed
with the printing, without
delay

Yours truly

H. E. H. K.

Note from Master accom-
panying his Report.

Guene & Bishop

Agree to extend
time for answer.

Circuit Court -
Map District of

May Term 1854

Greene vs Bishop

It is hereby agreed that the answer
of Dft. in above entitled action may
be filed on or before Oct. 15th

James Shaw Jr.
Solicitor for Dft.

Circuit Court of the United States
Mass. Dist.

Samuel S. Greene in eq

William Bishop

It is hereby agreed that the
name of Henry Williams of Boston,
instructor, may be inserted in a com-
mission in the above entitled action
addressed to Elias Merwin Esq. authorizing
him to take the testimony of Alpheus Crosby ^{and}
and that the testimony of said Williams
may be taken on the ~~same~~ interrogatories
& cross interrogatories contained in said commis-
sion & used in the same manner as if

The name of said Williams had
been originally contained in said
Commission -

Clarke & Shaw
Plffs Solicitors

T. K. Lotthrop -
Att. Solicitors

Greene in ig. v. Bithorps -

Sept 10. 1855
History of the Williams

Oct 10. 1855

John B. Clark

Circuit Court U. S.
 Massachusetts District & Oct. T. 1859.

Samuel S. Green vs. William Bishop

Plaintiffs Costs.

Bill in Eq. Entry Oath &c.	5	58
Service of Subp. & Sum 6.50 = 5.40.	11	90
Continuance at Rules 5. —		75
Do. 10 Terms. &c.	3	30
Travel at Rules Sept 4. 1854.	2	64
" " " Oct. "	2	64
" " " Nov. "	2	64
" " " Dec. "	2	64
Attend. 14 times at Rules	1	32
Travel Oct T. 1854 2.64 att. 33	2	97
" May T. 1855 2.64 " 33	2	97
" Oct. T. " 2.64 " 33	2	97
" May T. 1856 2.64 " 99	3	63
" Oct. T. " 2.64 " 99	3	63
" May T. 1857. 2.64 " 99.	3	63
" Oct. T. " 2.64 " 99.	3	63

Forwarded

\$ 56 76

To amount bro^t forward —

" Travel May J. 1858 2.64 Att 99.

56 76

" " Oct J. " 2.64 " 3.30.

3 63

" " May J. 1859 2.64 " 99.

5 94

" " Oct J. " 2.64 " 8.91.

3 63

11 53-

" 1854 2 Com^{rs} & Int^r. —

6.20

" 1855- 2nd " "

3.00

" " 2 d^{os} " "

2.90

" " 1 d^o " " Rule

1.60

13 70

" for Printing

34.20

" " "

18.00

" " " Master

6.80

59 00

" Commissioner Merwin fee \$50.00 Rule 50. 50.50

" Witnesses before same 3. —

7.74

" Comm^{rs} fees Pitman

66.45

124 69

D. P. Cophurn Witness 4.60

L. Ganeu " 3.10

J. L. Stone " 4.60

Dan^l Leach " 3.10

L. Kingsbury " 3.10

A. A. Gamwell . 4.60

23 10

" Comm^{rs} H. Spraul Witness

6 12

" R. E. McWell 14 Sep^r 14.89. 14 Witnesses 6.00

20 89

Recorded.

\$ 329 01

To Am ^t . Bro ^t . forward		329 01
" H Spoul & Co		
Thomson. Conill, Wolcott Williams &		16 98
" Haylett Com ^r . & 1 Hesp ^r Copperthwaite	15	
1 d ^o . - & Women	<u>3</u>	21 "
" Am ^t of Printers Bill		255 .
" " 2 ^d . d ^o .		48 .
" Masters fees		150 .
" Atty fees		20 .
" Atty fees on 21 Sep ^r . 2.50.		52 50
" Clerks fees		
" Filings	5. 00	
" W ^o . Entries	2. 85	
" W ^o . fee	3. 00	
" Record	36. 50	47 35

\$ 939 84

Sam. C. Greene
185
William British

Wadsworth
Conte

MOORE & CROSBY
 Execute every description of
CARD AND FANCY
JOB PRINTING,
 COPPER PLATE PRINTING
 — AND —
ENGRAVING,
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 — AND —
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 130 WASHINGTON STREET,
 AND 1 WATER STREET, --- BOSTON.

Boston March 28th 1856
Mr Lemuel Shaw Jr.

To **MOORE & CROSBY, D^{rs}**
FANCY PRINTERS, ENGRAVERS AND LITHOGRAPHERS,

EMERY N. MOORE, }
 CHARLES H. CROSBY. }

No. 130 Washington & 1 Water Streets.

To Printing Law Case Greene vs Bishop
Comp. 204 pp L. Primer 1815 ems stop. 370,260 ems 557 203 66
" 4 1/2 " Nonpareil 19,890 " 55 10 93
2 1/2 Reams Paper 600 15 "
Proof Work 30 "
Binding & Inter. leaving 11 Copies 6 " \$ 265.59
Sup
Rec'd Payment
Moore & Crosby
per C. H. Crosby

\$ 10.54
255 "

Miami + Crowley

255-

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Boston
 M^{rs} Wm. Fuller Esq.

1854

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Printer, Engraver & Lithographer,
 No. 3 Water St. 3d door from Washington St.

Decr 19 Printing Equity Case Green vs.
 Bishop & viz.

6 Pps. Long Primer 10,090 ems. bod 6 05

18 " L. P. Bourgeois & Non P. 34 980 ems 2d. priced 41 97

Sup Work, Paper & Stitching

5 " 53 02

Leif

\$ 50.02
 48.00

Feb. 16/58

Settled as above

Wm. M. Carter
 J. M. Davis



L. Shaw & Eng
W E Menon P.

1855, April 28, 30,

June 30

Sept 7,

Oct 6

or 9

To services as U.S. Comptroller
in taking the depositions of
Messrs H. Williams, J. Smith
& Geo Allen prior
to Greene v. Bishop U.S.C.Ct.

\$50.

Oct 10. 1855.

Recd part of L. Shaw & Eng
E. Menon

Mr. Merwin
p 80.

U.S. Circuit Court

Dist of Massachusetts

Samuel J. Greene Counsel fees

for H. Appleton

James A. Appleton

others

1855

Sept 7	Order for examination &	25-
	4 Subpoenas @ 45	1. 80
	4 Oaths & Certificates	1. 00
	Taking testimony of same 14 hrs @ 30	4. 20
	2 days attendance	6. 00
	Working 2 Exhibits	3. 00
	Attay to Mail &c	1. 00
	20 pp Costs & C.	25
	Postage	09
		<hr/> \$ 14. 89

Rec'd Payment
A. E. Atwell

E. Smith April 28 & Oct 9, 1855 —

Allen April 30 - Oct 6. —

H. Williams June 20 —

7.58

3.08

3.08

9.74

The above witnesses attended before me
the above day to give dep^{ts} in case
Green v Bishop U. S. Circuit Ct.

E. Merwin

Compt

Philad^a December 3rd 1857

Saml Shaw Jr. Esq
Boston

Dear Sir

We enclose, agreeably to your Request,
the bill paid Commissioner Hazlett for taking
the deposition of Mr D M Warren & myself in the
Case of Green vs Bishop. amount \$15.⁰⁰

We know of no other charges. Mr Warren &
myself, if my recollection serves me, attended
on two days at least, but we made no charges
or mem^o at the time & thought it of but
little consequence.

Very Respectfully
D Connerthwait



H. COWPERTHWAIT & CO.,

NO. 609 CHESTNUT STREET, PHILADELPHIA,

Invite attention to the following valuable School Publications, which are believed to be, in their several departments, superior to any similar works now before the public.

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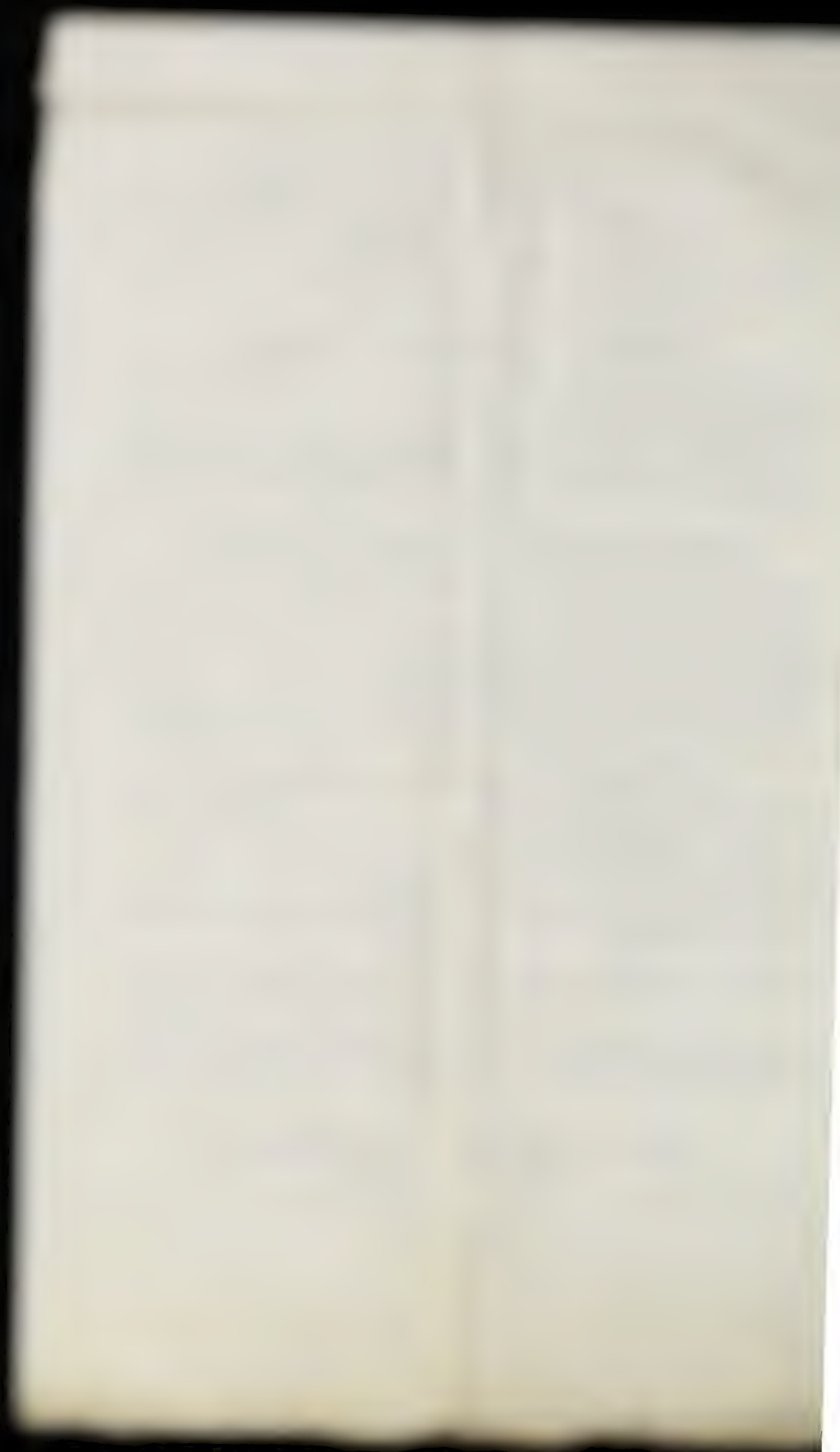
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Fancy Printer, Engraver & Lithographer,
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1854

Dec 19th 1854 Printing Case in Equity "Greene vs.

Bishop" viz.

14 Pages Nonpareil Type 61,880 Lms.

bof 37 13

10 " Longprimer " 18,150 "

bof 10 89

Imp Work, Paper & Stitching

5 " 153 02

Saml. S. Greene

v.

Wm. W. Bishop

U. S. Circuit Court

Massachusetts District of

- Objections taken by Defendant to Draft of Master's Report -

1st Objection. For that in said draft report it is reported that in that part of the defendant's book which treats of Analysis, the plan on which the materials are arranged, the logical order in which the subject is displayed, and the mode in which it is illustrated and set forth by copious models and examples is similar to those of the plaintiff's entire book Analysis.

2nd For that it does not appear by said draft report wherein the plans of the two books correspond, nor in what the alleged similarity in the logical order in which the subject (of Analysis) is displayed, ~~consists~~ and the mode by which it is set forth and illustrated, ~~consists~~ by copious models and examples consists.

3^d For that the system of grammar and of instruction in the plaintiff's books, so far as the same is similar to that in the defendant's book is not original with the plaintiff, nor an original part of his work. In support of which exception the defendant refers to the proofs taken in the case, which are the same with those produced before the master, and requests him to report the same; and also to the books of the parties, and to those of George Crane, Dr. Sacy, and Kirkner, produced before the master, and made a part of the case, and requests him to report the same as exhibits therein.

4th For ^{that} the plan on which the materials are arranged in the plaintiff's entire book Analysis, the logical order in which the subject is displayed, and the mode by which it is set forth and illustrated by copious models and exercises, so far as the same are similar to that part of the defendant's book, which treats of the

subject of analysis, are not original with the plaintiff. In support of which exception the defendant refers to the books and proofs above mentioned.

5th For that the said draft report does not indicate, specify or show what parts or matters of the plaintiff's books, if taken out of their connection are original with the plaintiff, or what parts or matters are collected from treatises mentioned in said draft report.

6th For that the resemblance between the books of Greene & Covell is not other or greater than necessarily or properly belongs to two works on the same subject, written for the same purpose, and treating of a department of learning within the courses and studies of education; and it does not involve the borrowing by one of these authors from the writings of the other; as will appear by reference to the proofs in the case, and by the examination of the several books of the several parties.

7th For that it appears by the proofs that all the matters in Greene's books similar to Covell's book were contained in previous publications of other authors and were not original with Greene.

8th For that it appears by the proofs that Covell framed his book of his own ample general knowledge of the subjects treated, and from wide studies in previous books and not from the works of Greene.

9th For that in said draft report it is reported that the use of the parts and matters mentioned tends to prejudice the sale of the plaintiff's books, and to the extent mentioned.

10th For that the draft report does not clearly and definitely show what matters of Covell's book similar to Greene's are original with Greene.

11th For that it appears by the master's report and the schedules annexed to it that Covell's book does not use the language of Greene's books, but simply expresses and condenses the views of the plaintiff in those parts wherein the

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Sam'l S. Greene in Equity } U. S. Circuit Court
vs. } Massachusetts District Sp.
Wm. W. Bishop } October Term 1857

Exceptions taken by the Defendant to the Report of Francis E. Parker Esq. to whom this cause was referred as Master in Chancery, filed at this term of the Court.

1st Exception. For that in said Report it is reported that in that part of the Defendant's book which treats of analysis, the plan on which the materials are arranged, the logical order in which the subject is displayed and the mode in which it is illustrated and set forth by copious models and samples is similar to those of the Plaintiff's entire book Analysis.

2nd. For that it does not appear by said Report wherein the plans of the two books correspond, nor in what the alleged similarity in the logical order in which the subject of Analysis is displayed and the mode in which it is set forth and illustrated by samples, consists.

3rd. For that the system of Grammar and instruction in the Plaintiff's books so far as the same is similar to that in the Defendant's book is not original with the Plaintiff, nor an original part of his work. In support of which description the Defendant refers to the proofs taken in the case, which are the same with those produced before the master; and also to the books of the parties and to those of George Crane, De Sacy, and Kuhn produced before the master and made a part of the case as exhibits therein.

from the works of Greene.

9th For that in said report, it is reported that the use of the parts and matters mentioned tends to prejudice the sale of the plaintiffs' books and to the extent mentioned.

10th For that the report does not clearly and definitely show what matters of Covell's book similar to Green's are original with Greene.

11th For that it appears by the masters report and the schedules annexed to it, that the said Covell's book does not use the language of the plaintiffs' books, but simply expresses and condenses the views of the Plaintiff and is not an infringement of his copyright.

12th For that in said report it is reported that certain passages in the defendants book in the connection in which they stand are similar to certain passages in the plaintiffs' books in the connection in which they stand and original with the plaintiff in their connection.

T. K. Lottrop

Solicitor for Defendant.

Circuit Court of the United States.

Massachusetts District

October Term 1859

Samuel S. Greene in Eq. v William Bishop.

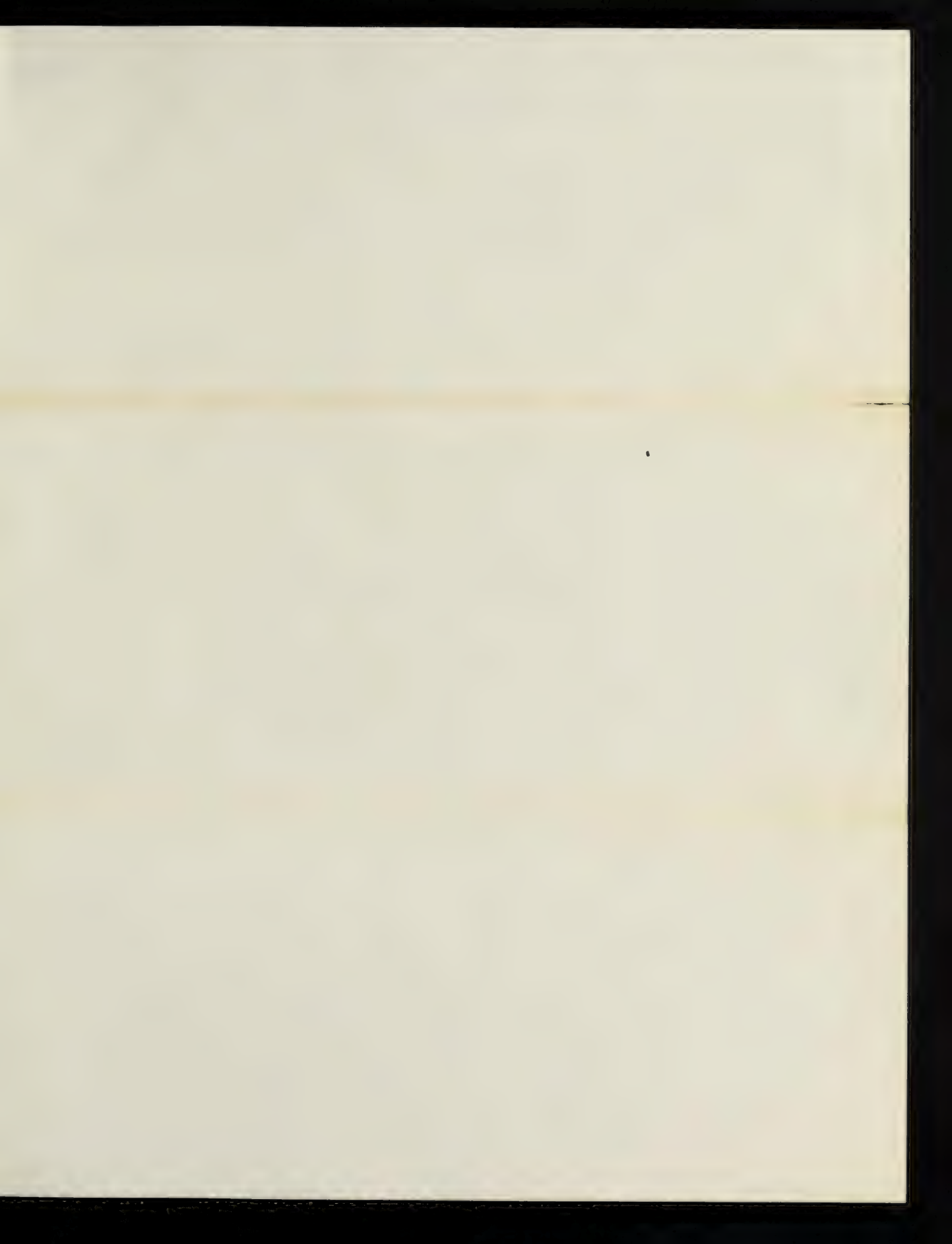
This cause came on to be heard upon the bill, answer, depositions, Master's report, exceptions thereto and other proceedings in the cause, and was argued by counsel, and thereupon, upon consideration thereof, it is ordered, adjudged and decreed by the Court, that said report of the Master be confirmed and established and that the said defendant Bishop, his servants and agents be perpetually enjoined from selling or otherwise disposing of such parts of the books mentioned in the bill to have been sold by the defendant, and which are described in the second finding of the Master's report in this cause, namely, that part of the defendant's book which treats of analysis, and which is contained between sections 138 and 181 inclusive, or any part thereof.

And the defendant having admitted and it being agreed by the complainant, that the nett

profits by the defendant received from the sales of
said books sold by him, as stated in said bill,
amounted to the sum of ~~two~~ $2\frac{30}{100}$ dollars; and the
Court doth order, adjudge and decree that the
defendant do forthwith pay unto the complainant
said sum of two $2\frac{30}{100}$ dollars together with the costs
of suit ~~to be~~ taxed by the Clerk at nine hundred
- & thirty nine dollars and eighty four cents -

By the Court.

J. J. Fuller. Clerk.



Greene in Ep & Bishop
Decree -

Final Decree

Nov 29. 1859.

United States of America.

THE Circuit Court of the United States, within and for
the Massachusetts District.

Massachusetts
District, ss.

TO

Any Commissioner of the
Circuit Court of the United States
in the City of New York State of New York

KNOW YE, That reposing confidence in your wisdom, prudence,
and fidelity, we have appointed, and by these presents do authorize and
empower you to take the answers [to the interrogatories hereunto annexed] of

William H. Appleton - John S. Appleton
Daniel S. Appleton & Samuel B. Appleton
res of said New York - in the Southern
District of New York

Witnesses to be examined on behalf of the Plaintiff
and to be used in a certain cause now pending in said Court, wherein

Samuel S. Greene

Plaintiff,

In Equity

versus

William Bishop

Defendant,

And to this end, at certain days to be by you appointed for that
purpose, to cause said witnesses, as aforesaid, to be brought before you, and
each witness, while present before you, to examine carefully on oath touch-
ing the premises. And when you shall have taken the examination as
aforesaid, to reduce or cause the same to be reduced to writing, and to be
subscribed by each of said witnesses in your presence. And the same, so
taken and subscribed, to return, together with this COMMISSION and your
doings herein enclosed, sealed and directed to the Circuit Court aforesaid,
holden at Boston, as soon as the same may be executed.

In Testimony Whereof, we have caused the seal of the said
Circuit Court to be hereunto affixed.

Witness, the Honorable

this fourth day of September
one thousand eight hundred and fifty five

at Boston,

Robert B. Hurd

Wm. B. Puller

CLERK.

N. B.—You shall not, except by consent of the parties in writing, permit either party to attend at the taking of the deposition, either himself, or by any attorney or agent, nor to communicate by inter-
view with the deponent, except giving deposition in answer to the interrogatories annexed to this commission. And you shall take such deposition in a place separate and apart from all other persons to be present during such examination, and such disinterested person (if any) as you may think fit to appoint as a clerk, to assist you in reducing the deposition to writing. And you shall put the several interrogatories and cross-interrogatories to the deponent in their order, and take the answer of the deponent to each, fully and clearly. If Depositions to be taken on paper of like size as

3
District Court of the United States

Wash: District  May Term 1855.

Samuel S. Greene. vs Equidist

^{vs}
William H Bishop.

Interrogatories addressed on behalf of the
Plaintiffs in the above entitled cause to William
H. Appleton, John A. Appleton, Daniel S. Appleton
and Samuel H. Appleton all of the City and Coun-
ty of New York in the Eastern District of New York.

1. Are you a member of the firm of
H. Appleton & Co.?
2. Has said firm published a book "Bo-
well's Digest of English Grammar"?
3. Is the defence of the above entitled
suit conducted by the Counsel of your firm or at
the expense of your firm, or has your firm in
any way promised or become liable to the said
Bishop to indemnify him against the expenses of
a loss by said suit?

5.

Do the personal representatives now or have the control of the copy right of said book, or has the same been assigned to you or to your firm, or security to indemnify you against loss; and had you or your firm any agreement or understanding with the said Cowell, or have you or your firm any agreement or understanding with the representatives of said Cowell, by which you charge the amounts paid or to be paid by you or accounts or by reason of this suit to him or them, and deduct the same from the amount which would otherwise be due from you or your firm to him or them?

James Shaw for
Compliments Solicitor

United States Circuit Court.

Massachusetts District.

Samuel S. Greene In Equity.

vs.

William Bishop.

The Defendant in the above entitled action objects to the third and fourth direct Interrogatories to Daniel Appleton and others, witnesses on behalf of the plaintiffs, as irrelevant, impertinent, and entirely foreign to the issue -

Cross Interrogatories to Daniel Appleton and others witnesses on behalf of the Plaintiff in the above entitled action -

1st

Whether or not any agreements, releases, or instruments in writing of any description, relative to the rights and interest, and liabilities of the firm of D. Appleton and Company and the said Lyman R. Corwell or his legal representatives, about and concerning the above entitled action have ever been made by and between said firm and said Corwell, or his legal representatives? If Yes, please annex copies of all and every such instrument -

S. H. Lohr's

Defts Solicitor

124
William H. Appleton one of the witnesses
named in the within Commission
being duly sworn deponeth and says

To the 1st Interrogatory.

He says - Yes.

To the 2^d Interrogatory he says.

Yes. —

To the 3^d Interrogatory he says

It is conducted by the Counsel
of our firm, and at their expense
and we have ~~been~~ become liable
to said Bishop to indemnify
against all loss, or expense

To the 5th Interrogatory he says.

The Journal representatives do
nominally own but have not the
control of the Copy right of said
book. It has not been assigned
to our firm to indemnify us

against loss, and we had no
agreement or understanding by
which we should charge the
Amount paid to them. There was
an agreement with Mr Covert
placing in our hands certain
securities which might be ap-
plied to indemnifying against loss
in the event of the suit being
decided against Bishop, but
not to pay our Counsel fees
But the representatives of Covert
have now no interest in the
result of this suit

Sworn to before me this 10th
of September 1855

W. H. Appleton

R. E. Shreve U.S. Com.

To the 1st Cross ~~was~~ Jurisdictionary Deeds

Sirs. The two papers or instruments
I now hand to the Commission
to be annexed to the Commission
One is a Copy of a paper our firm
have in its possession, and the
other is the original of another
paper.

W. H. Appleton

Sworn to before me this
10th of September 1855

R. E. Shreve U.S. Com.

John A. Appleton one of the witnesses
named in the within Commission
being sworn deposes and says

To the 1st Interrogatory he says

Yes. —

To the 2^d Interrogatory he says

Yes. —

To the 3^d Interrogatory he says.

Yes — Yes, we have.

To the 5th Interrogatory he says

The personal representatives nominally
own but have not the Control
of said book. The remainder of
the question I have no personal
knowledge, this department of our
business has been under the Control
of Mrs W^m H Appleton

Sworn to before me

John A. Appleton.

This 10th Sept 1855

R. E. Sitwell
R. E. Court

To the 1st Cross Interrogatory the Sixth

Yes, and the papers annexed
are a Copy, and an original
of which we have a Copy.

John A. Apphton.

Sworn to before me this

10th September 1855

J. E. Stirling
M.D. Com.

James Z. Appleton one of the
Witnesses named in the within
Commission being duly sworn
deposeth and says.

To the 1st Interrogatory.

Yes. —

To the 2^d Interrogatory.

Yes. —

To the 3^d Interrogatory.

I suppose we have I don't
know personally —

To the 4th Interrogatory.

I have no personal knowledge
of it —

Subscribed before me this
10 Sept 1855
R. E. Stowell U.S. Comm.

James Z. Appleton

To the 1st Cross Interrogatory.

I have no knowledge of any

Subscribed before me this
10 Sept 1855
R. E. Stowell U.S. Comm.

James Z. Appleton

5
Daniel S. Appleton one of the wit-
nesses named in the within
Commission being duly sworn deposes
and says -

To the 1st Interrogatory

Yes —

To the 2^d Interrogatory

Yes —

To the 3^d Interrogatory

Yes sir. I understand it so.

To the 4th Interrogatory

The representatives hold the Copy-
right, but we have the entire Con-
trol of the work — The balance of
the question I know nothing of

Sworn to before me this
10th Sept 1855
W. E. Starnes
U.S. Com

Daniel S. Appleton

To the 1st Cross Interrogatory -

I have no knowledge of any -

Sworn to before me this
10th Sept 1855

Saml Appleton

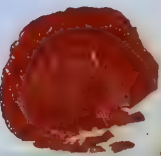
R. E. Stowell
U.S. Comr

I Richard E. Stowell U.S. Comr for the
South Dist of New York do Certify that
the witnesses named in the within Com-
mission came before me at my Office in
the City of New York ^{on the 10th day of Sept inst} after being by me duly
sworn, gave the answers annexed to the
within Interrogations which were reduced
to writing by me in their presence, and
they and each of them ^{Subscribed} signed the
same in my presence

I further Certify that the
directions on the Margin of the
Commission were fully complied
with by me -

September 10. 1855

R. E. Stowell
U.S. Comr

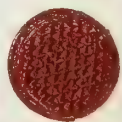


Whereas a bill has been filed in the Circuit Court of the United States for the District of Massachusetts, by Samuel A. Greene against William Bishop, and is now pending therein: Now, in consideration of one dollar to me in hand paid by D. Appleton & Company, I, Jane A. Cornell, do hereby release, acquit & discharge said D. Appleton & Co., of and from all claim or demand upon them by reason of said suit, or by reason of the defense thereof, or by reason of any decree to be made therein or by reason of any indemnity or surety ship whatsoever relating thereto, and also of & from all & all manner of things whatsoever wherein or where by I am, or may be held to be, interested in the said suit or defense, or incompetent as a witness therein on the part of the defendant.

Witness my hand and seal this 20th day of May A.D. 1855. —

Sealed & delivered }
in the presence of }

Original
P.S.S.
no. 100



Miss A. Powell
to
D. H. Le Toussaint.
(Coleman)

Whereas a lib has been filed in the
Circuit Court of the United States for the District
of Massachusetts, by Samuel S Green against
William Bishop, and is now pending therein
Now in consideration of one dollar in hand
paid by James A Covell, of, I Appellate Attorney,
do hereby release, acquit & discharge said
James A Covell, of answer all claim and or demands
upon him by reason of said suit, or by reason
of the defence thereof, or by reason of any
damages to be made therein, or by reason of
any indemnity or reimbursement whatsoever relating
thereto, and also of & from all and all manner
of things whatsoever therein or thereof he is or
may be held to be interested in the suit
or issue or incompetent as a witness therein
on the part of the defendant

Witness our hand and seal this 18th day of
July A.D. 1855

Sealed and delivered
in the presence of
John Perkins

I Appellate & Co. Secy

Copy
R.E.D.
as. Covell

Copy

Release

D Appleton & Co

To

John A. Corbett

Recd. from U.S. Map Dist.
Sept 19, 1855. Received by express
Filed Oct 7, 1855. Wm. H. Miller

Circuit Court of the United States
for the District of Massachusetts

Samuel S. Greene

v.

William Bishop

State of Pennsylvania
County of Allegheny
City of Pittsburgh

John Perkins of the
City of New York, being duly sworn, deposes
and says, that the above entitled case is a civil
cause, depending in the District of Massachusetts
in the case above entitled; that deponent is
the agent of the defendant, that the testimony
of Henry Williams is necessary in the said
cause on the part of the defendant, that
said Henry Williams lives in Allegheny, in
said state of Pennsylvania at a greater
distance than one hundred miles from Boston,
in the state of Massachusetts, the place of
trial in said cause, that the plaintiff in
said cause resides at Providence Rhode Island,
and the plaintiff's attorney, Lezuel Shaw
resides at Boston aforesaid, and that
neither said plaintiff nor his said attorney
is or lives within one hundred miles of -
Pittsburgh in Pennsylvania aforesaid, and
further, this deponent says not.

Subscribed & sworn to before John Perkins
on the 23^d - day of July

A.D. 1855

William Wright
U. Commissioner

Jurat Court of the United States, for the
~~State~~ District of Massachusetts

Samuel S. Green {

²⁴
William Bishop {

Let the witness, Henry
Williams, named in
the within affidavit be examined —
"de bene esse" before me accordingly at
my office in No. 4 West Street, C. in
this County the 23 day of July 1838 at
one o'clock P.M.

/s/ Samuel Procter
at, Commissioner

But I remember that on the 2^d day of
Aug. 1855, at Pittsburg in the state of Penn-
sylvania personally appeared before me,
Thomas Wright a commission appointed
under the laws of the United States to take
affidavits and receive testimony of
Paul, John Perkins of the city of New York
and made oath that he the said John
Perkins is the agent of William Bishop, and
that the said William Bishop was the defen-
dant in a civil suit then depending in the
Circuit Court of the United States, for the
District of Massachusetts, wherein Samuel
S. Greene is Plaintiff. That the testimony
of Henry Williams of the city of Allegheny
was material, and necessary for the said
defendant, in the title of such suit, and
that he the said Henry Williams lived
at Allegheny City more than one hundred
miles from Boston where the Court at which
in the said John Perkins by notice the said cause
would be tried, was appointed by law to be held
and that Samuel S. Greene the above
named Plaintiff resides at Providence
Rhode Island, and that Samuel Shaw
the Plaintiff's Attorney resides at Boston.

expressed, and that neither the said Henry
-off nor his said attorney is a trader within
the hundred miles of Pittsburgh Pennsylvania
expressed, - And the said John Perkins
reported me that the said Henry Williams
might be examined according to the di-
rections of the act of Congress in such
case made and provided, -

Whereupon I ordered that the said
Henry Williams should be examined
"de bene esse" before me at my office No 11
4th Street in the said City of Pittsburgh on
this Monday the 23^d day of July A.D. 1835,
at one o'clock, P.M., -

And the said John Perkins appearing be-
fore me at my office No 11 4th Street Pittsburgh
expressed on that Monday the 23^d day of
July A.D. 1835, at one o'clock A.M. I have
therefore proceeded with the said exami-
nation

And the said Henry Williams being carefully
examined and examined and ~~from~~ they
were to testify the whole truth, and nothing but
the truth &c.

I reside in Allegheny City in the
State of Pennsylvania, - I have resided in
said City since April 28, 1841, - I am
fifty four years of age, - I am a teacher
of a select school by profession, - I have
been engaged in select teaching for twenty
five years past, - I know the late Herman
J. Terrell, - He was teacher of common
schools by profession - He had been prin-
cipal of the 9th Ward School in the City
of Pittsburgh, and also principal of the
School in the 4th Ward in the City of Alle-
gheny - A short time before his death
he was Superintendent of the public Schools
in the City of Lawrence Ohio, - He did
not remove his family to Lawrence, - He
held the first rank as a teacher, - His
schools were considered the model schools
of the Cities of Allegheny & Pittsburgh -
He stood very far in general scholarship
- In grammar he was a Superior scholar -
Grammar was his favorite study -

I think, I am well acquainted with the subject
of English Grammar, and well acquainted
with it as taught in school books. — I am
familiar with Green's analysis, the edition
bearing imprint, AD 1848, and with Green's
first lessons. — I have used these books in my
schools, — I first saw Green's analysis in
February AD 1850, — the date of the copy
right of the first copy I saw was AD 1846, —
the date of the preface was AD 1847, — and
the date of the publisher's imprint was AD 1848
— I caused it to be sent for to the publisher,
— no copies of Green's analysis ~~or first~~
was obtainable in Pittsburgh or Allegheny
previous to February AD 1850, — I enquired
and sought for the work, previous to that
date, and could not procure it, — I have
examined Green's Digest of English Grammar
— I have read it, and am familiar
with it, — there is no more likeness or re-
semblance between Green's analysis as
Green's first lessons, and Green's Digest
than there generally is between other modern
English Grammars. — there is no more than
the necessary must be between any
other two modern English Grammars. —

The matter and subjects in which the work of
Covell resembles those of Greene are original
with neither Greene or Covell, but are
derived by both from common sources, and
can be found in books published previous to
publication of either - of their works, and in the
instructions of teachers generally - The plan
and arrangement of Covell's Digest, and
Greene's Analysis and first lessons, are quite
unlike and different - Covell's Digest is
a better school book than either of Greene's
Analysis or first lessons - Covell's Digest
is better because the definitions, and rules
are given in simpler and fewer words, and
the arrangement is better - The analysis
of sentences, or the division of them as given
in Greene's analysis and first lessons, is not
original with Mr Greene - The same can
be found in books published prior to Greene's books
- the nomenclature used in Greene's books
is not original with him, - The same can
be found in books published previous to the pub-
lication of his books - Mr Covell was in
the habit of lecturing on the subject of Eng-
lish Grammar - I first heard him lecture
in September 6th 1848, - He lectured on the subject

English Grammar in his lectures, sub-
stantially as he has treated it in his digest
— The nomenclature used in his lectures
was as far as I can remember the same
as that employed in his digest, — I have
seen a revised edition of Corvill's digest, &
~~date~~ copy right recorded in A.D. 1853, —
There is very little difference in this and the
previous editions — He told me he made these
changes to improve the book. — Some of these
changes were made at my suggestion, — The
book was improved by these changes, I think
— In May or June, A.D. ~~1848~~ 1849 Corvill
showed me the manuscript of his digest
which at his request I examined carefully
and critically — In far as I can recollect,
the manuscript then examined, was sub-
stantially the same as the published book —
The publisher of Reeves' Magazine stated to me
through their agent some time in the summer
of A.D. 1848 that Reeves' Magazine was in pre-
paration, and advised me to procure it when
published,

Henry Williams

And I do further certify that the preceding de-
claration was read and written by me, and signed
by the said Henry Williams, in my presence, and that
I am not of counsel or attorney for either of the parties to the
said suit, nor am I interested in the result thereof.

Wm. A. B. B. B.
in, Com missioner

Open in 29. 23 in 1850

Open of Henry Hillman,
Witnessed July 26th 1855
Open & free Aug 23rd 1855

(12)

Circuit Court of the United States
for the district of Massachusetts
In Equity

The answer of William Fishback
Defendant to the bill of Com-
plaint of Samuel S. Greene Com-
plainant

This defendant now and at all times here-
after saving and reserving to himself all and
all manner of exception, and benefit and ad-
vantage of exception, which was or can be had
or taken to the many errors, uncertainties and
other imperfections in the said Complaints, said
Bill of Complaint contained, for answer there-
unto, or unto so much and such parts thereof
as this defendant is advised ^{it} is necessary or
material for him to make answer unto, this
defendant answering says, that this defend-
ant does not know and has not been inform-
ed, save by the Complainants, said bill of
Complaint, and cannot set forth as ~~his~~ his
belief or otherwise, whether or not the said Com-
plainant is the author and proprietor, or either,
of the books entitled "Greenes Analysis" and
"Greenes first Lessons" described in the ~~first~~ said
Bill of Complaint, or either of said books; nor
whether or not the Title of said books, or
either of them, were or was duly entered for
securing the Copyright thereof, by the said
Complainant, according to the act of Con-
gress, on the days and at the place in that

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initially in the said bill of Complaint mentioned, or at any other time or times, or any other place, or in any other manner; nor whether or not there is ~~any~~ remains any record of such supposed entries or either of them as in the said bill of Complaint alleged; nor whether or not the said Complainant did all acts and things required by law for securing of his supposed copyright in the books aforesaid or either of them; nor whether or not the said complainant is the proprietor of the several supposed copyrights of said books entitled "Greenes Analysis" and "Greenes First Lessons", or either of them; nor whether or not the said complainant by his agents duly authorized, or otherwise, continued to publish and sell the said books, or either of them, exclusively of all other persons, and under the protection of the said supposed copyright; And this defendant does not admit the statements in the said bill of Complaint in that behalf contained, nor any of them, but he leaves the said Complainant to make proof thereof as he may be advised.

And this defendant further and verily admits that the purpose and design of the said two books, in part, is to teach children the formation and analysis of the English language but he denies that the same is the sole and full purpose and design of said books, and he denies that to ^{his knowledge} the best and utmost of ~~that he denies~~ information, remembrance or belief, the alleged invention, arrangement, composition and setting forth in said books of the supposed New System

in the said Bill of Complaint mentioned was in furtherance of the said design; and this defendant denies that to the best and utmost of his knowledge, information, recollection and belief, the said Complainant has invented, arranged, composed, and set forth in the said books a new system for the division of ~~sentences~~ sentences in the English Language into various classes, with new divisions and subdivisions; and this defendant in like manner denies that the said Complainant has invented, applied and set forth in both said books or either of them, new names to express and define the said supposed classes, divisions and subdivisions; and this defendant in like manner denies that the said Complainant composed arranged and set forth in both said books, or in either of them, certain exercises such as described and mentioned in the said Bill of Complaint; but on the contrary, thereof, this defendant is informed and believes and therefore states that the system for the division of sentences in said books set forth, and the said divisions and subdivisions and the said names for such divisions and subdivisions, and the said exercises, were known, published and in use before the writing, composing or publishing of either of said books, and the same were not invented or composed by the said Complainant but were by him derived from common sources and materials wherein he had no rights as author thereof.

And this defendant further avers

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verring denies that to the best and utmost
of his knowledge, information, remembrance
and belief the exclusive right to print, publish
and sell the said books, or either of them, and
the whole and every part of the contents of each
of them, or either of them, was or is vested in
the said Complainant; but on the contrary
thereof this defendant is informed and believes
and therefore states, that of many and divers
parts of both of said books and their contents,
including so much and such parts and con-
tents of said Books as are in the said bill of
Complaint alleged to be adopted and used in
Paul Digest, the said Complainant has not
and never has had any exclusive right to print
publish or sell the same; and this defend-
ant does not know and has not been informed,
save by the said Complainant's said bill of
Complaint, and cannot ~~know~~ ^{set forth}, as to his be-
lief or otherwise whether or not the said Com-
plainant has expended large sums of money in pre-
paring and printing editions of said books, "Green's Analysis"
and "Green's First Lessons"; nor whether or not the said Com-
plainant has always had or still has a sufficient number of
Copies on hand for sale to the public at a reasonable price,
and has always received and still ought to receive the prof-
its thereof; and this defendant does not admit the state-
ments in the said bill of Complaint in that behalf
contained, nor any of them but he leaves the said Com-
plainant to make proof thereof as he may be advised.

And this defendant further answering
saves all the charges and allegations in said
bill of Complaint contained of this defend-
ant's conduct and intention.

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injure the said Complainant; and this defendant
admits that he has exposed for sale and
sold in his shop in Plymouth and sent
to expose for sale there, certain copies of
"Covells Digest of English Grammar" second
edition, printed in 1853 described by its title
in the said Bill of Complaint; but this
defendant denies that he ever exposed for
sale or sold or in any way or manner
published any copy or copies of the first edition
of said Covells Digest, printed in 1852, described
by its title in the said Bill of Complaint;
and he denies that he ever published any
copy or copies of said second edition, saving
only the exposure and sale of said copies above
confessed; and this defendant further answering
states that the whole number of copies of
said Covells Digest second edition by him
exposed for sale and sold is seventy-two and no more, that
sixty of the same were sold by this defendant for the price of thirty cents for each
copy, and that twelve of the same were sold for the price of thirty eight cents for each
copy, and that this defendant has not now on hand any copies of said second
edition of said Covells Digest. And this defendant further answering states that he
has exposed for sale, and sold certain copies of a book entitled "Covells Digest of
English Grammar" "Third Edition", printed in 1853, and also certain copies
of a book entitled "Covells Digest of English Grammar" "Fourth Edition" printed
in 1854, which said books, differ from the said "Covells Digest", "Second Edition"
in said complainant's bill of Complaint mentioned, only in a few unim-
portant words & phrases and contain all the matter and substance contained in said
second edition of ~~the~~ ~~first~~ of said Covells
Digest, although not in all cases expressed in the same words; and this defen-
dant further says, that the whole number of copies of the said "Covells Digest"
Third Edition, and of said Covells Digest Fourth Edition, ^{sold by this defendant} is thirty-four and no
more, that the same were sold by this defendant for the price of

thirty eight cents for each copy, and that this defendant has now on hand thirty copies of the said Fourth Edition of the said Lovell's Digest. And this defendant admits that the last of said Lovell's books as described in the said Bill of Complaint is a second edition of the first of said Lovell's Books, as in the said Bill of Complaint described, but he denies that to the best and utmost of this defendant's knowledge, information, understanding and belief the said second edition

of Couells Digest differs from the said first edition thereof only in a few unimportant ~~words and phrases~~ ~~and phrases~~ or that it contains in fact ~~all~~ the matter & substance contained in said first Edition although not in all cases expressed in the same words.

And this Defendant further misavows, denies, that to the best and utmost of his knowledge, information, remembrance and belief, the said Books, Couells Digest, so exposed for sale and so sold by this Defendant, or the first Edition of said Digest, are violations or infringements of the several supposed copy rights of the said Complainant, or either of them; and this Defendant in like manner denies that said Books so by him exposed and sold, contain matter adopted or copied from the said Complainant's said Books, in said Bill of Complaint alleged to be copying to, whether matter describing and setting forth the said supposed new system for the division of all sentences of the English Language into various classes, with new divisions and subdivisions in said Bill of Complaint alleged to have been invented and applied by the said Complainant, or any other matter whatsoever; and this Defendant in like manner denies that said Books exposed and sold by this Defendant or the first Edition of said Digest, define, adopt & use, in the same manner with the said Complainant, the supposed new names in said Complaint alleged to



be invented and employed by the said
 Complainant, to express and distinguish
 the said supposed new classes divisions
 and subdivisions of the sentences of
 English Language; and this Defendant
 in like manner denies, that the said
 Books so exposed and sold by this
 Defendant, or the first Edition of the said
 Digest, imitate the form and use
 of certain exercises for Children, in said
 Bill of Complainant alleged ~~and~~ to
 have been composed and arranged by the
 said Complainant for the purpose of
 teaching and illustrating the composition
 and analysis of the sentences of the
 English Language; and this Defendant in
 like manner denies, that the said Books
 so as aforesaid sold by this Defendant,
 or the first Edition of said Digest,
 are substantially of the same plan
 and motive throughout with the
 said Books of the said Complainant,
 or that they are intended to supersede
 the said Books of the said Complainant
 in the market with, the same class of
 readers and purchasers, without introducing
 new matter and with only colorable
 deviations; ~~and in like manner denies,~~
~~that said Books being for exposed and~~
~~sold, and the said first Edition of~~
~~said Books being, or, on either of~~
~~them, or, without introduction, or matter~~
~~introduced or with colorable deviations.~~

And this Defendant, further answering,



says that he does not know and has not been informed, save by the said Complainants said Bill of Complaint, and cannot answer as to his belief or otherwise, whether or not before the said Covell had compiled, and before this Defendant had exposed and sold the said Books, Covells Digest, the said Covell had seen, read, approved of and introduced as a text Book into the School of which he was the teacher, one or both of the said books of the said Complainants, or that said Covell recommended one or both of said books of the said Complainants to the favorable notice of other Teachers and School (Directors, as a text book, better calculated to meet the wants of Schools than any other work on Grammar of which he had any knowledge at that time; nor whether or not before the publication of the said Books of the said Complainant, the said Covell had any knowledge of the system of analysing sentences in the manner described and set forth by the said Complainant, in his said Books, or in the manner afterwards described and set forth by the said Covell in the said Books, Covells Digest, so exposed and sold by this Defendant as aforesaid, and in the said first Edition of the same, or of the alleged new system for the division of all sentences of the English Language into the various classes, divisions

and subdivisions set forth in the said Books of the said Complainant, or of the names employed by the said Complainant to express and distinguish the said classes, divisions and subdivisions; nor whether or not the said Covell ever taught or recommended to others to teach or employed for the purpose of teaching the analysis or compositions of the English Language, exercises like those employed by the said Complainant for that purpose, or set forth and explained in the said Books of the said Complainant by him alleged to be copyrighted; and this defendant does not admit the statements in the said Bill of Complaint in that behalf contained, but he leaves the said Complainant to make proof thereof as he may be advised.

And this Defendant further answering says that he does not know and has not been informed save by the said Complainants said Bill of Complaint, and cannot set forth as to his belief or otherwise, whether or not, D. Appleton and Company of New York, the original publishers of said Covell's Digest, sold by this Defendant as aforesaid, had been informed that the said Books published by them as aforesaid were an infringement and violation of the said supposed Copyrights of the said Complainant; nor whether or not in consequence of the supposed information

and knowledge in the said Bill of Complaint
in that behalf alleged, the said D. Appleton
and Company, or either of them, directed
the said Couell to change and alter certain
portions of his said first mentioned Book,
so that in the second editions thereof there
might be left apparently similarity to the
Books of the said Complainant, by him
alleged to be copyrighted; nor whether or
not the said Couell in the preparation
of the said second editions of his said
Book did, in consequence of said supposed
directions, change or alter any portions of his
said first editions of said books, or make
any other colorable deviations in those parts
and sections which the said Complainant
in said Bill of Complaint complains of
as infringements and violations of his
supposed copyright, or in the parts and
sections which treat of the subject of the
analysis of sentences in the English language,
which said parts and sections the said Complainant
in his said Bill of Complaint has complained
are infringements and violations of his said
supposed Copyrights, by him alleged therein
to be such; and this respondent deems that to
the best & utmost of his knowledge information
remembrance and belief, the said D. Appleton
& Company ever knew or believed that the said
Books of said Couell, or either of them,
or any part or portion of them, were or
was an infringement upon the supposed
Copyright of the said Complainant, in either
or both of said Complainant's books.



And this defendant further answering admits that changes, alterations and deviations were made by the said Covell in his said book in the said second edition thereof; and this defendant is informed and believes and therefore states, that said changes, alterations and deviations render the said second edition more valuable, more instructive and better suited for the use of teachers and pupils of schools than the said first edition; and this defendant denies that to the best and utmost of his knowledge, information, remembrance and belief the said changes, alterations and deviations were introduced into said second edition for the purpose of diminishing the alleged apparent similarity between the books exposed and sold by this defendant as aforesaid and the said books of the said complainant, by him alleged to be copyrighted, under the alleged false & mistaken supposition that by making certain small, unimportant & colorable changes, alterations & deviations, this defendant could escape the alleged penalty of the law in such case made & provided or for any cause whatsoever; and this defendant says that he does not know and has not been informed; save by ^{the} said complainant's said bill of complaint, and cannot set forth as to

his belief or otherwise why said changes alterations and deviations were introduced into the second edition of said Covell's said book.

And this defendant further answering says that he does not know and has not been informed, save by the said complainant, of said bill of complaint, and cannot set forth as to his belief or otherwise, whether or not in consequence of this defendant's having exposed for sale & sold and continuing to do the said books of the said Covell, the sales of the said complainant's said books or either of them have been hindered or rendered less than they would otherwise have been, but this defendant is informed and believes that the said complainant's said books proved to be and became esteemed to be imperfectly suited and adapted to the wants and uses of the teachers and pupils in various and many common schools and other schools, and the sales thereof were thereby lessened; and this defendant denies that to the best and utmost of his knowledge, information, remembrance and belief the said complainant will suffer any loss of profits lawfully & rightfully his by the continued sale of said Covell's said books.

And this defendant further answering says that he is informed and believes and therefore states that the said books of the said complainant were and are formed, compiled and edited, from materials previously published and in use and which were of common right for the free use of any compiler author, publisher or other person whomsoever; and that the said complainant's said books are in substance books for instruction

in English Grammar, and before the publication thereof then were published and for a long time in common use in the schools in the United States and elsewhere, a large number, being, several hundreds, of books for instruction in English Grammar, by various authors, compilers and editors, wherein and in other books also theretofore published and in common use, and in the usual oral instructions of schools, the materials of said complainant's said books were contained and found; and that such numerous works in English Grammar continue still in use, and others have since been published and have come into use, all of which compete with the said books of the said complainant of said Covell in the market; and that the said complainant is not the author or inventor of the materials, ideas, principles, knowledge, information and exercises, in his said books contained, and never acquired or obtained any copyright or exclusive privilege for the publishing thereof; and that the said books of said Covell were not copied or quoted from said books of the said complainant, in whole or in part, nor did said Covell take from said complainant's said books any part or portion of the matter or composition whereof the said complainant was the author, and that the plan and arrangement of said Covell's said books are essentially different from those of the said complainant's said books; and that the said books of said Covell are better suited and adapted for the use of numerous teachers and pupils, and for common and general use in the instruction of the young,

in English Grammar, than the said books of the said complainant, by reason of a better arrangement and treatment of the subjects, and by reason of various subjects, matters, instructions and exercises contained in said books of said Covell which he is the author, and that before the publication of the said first edition of his said book, the said Covell in the year 1852 duly entered the title thereof in the clerk's office of the District Court of the United States for the western District of Pennsylvania for securing the copyright thereof, and that before the publication of the said second edition thereof he in like manner in the year 1853 entered the title thereof for securing the copyright thereof, and that the said Covell did all other acts and things required by law for securing the copyright of his said two books, and his copyright thereof was duly obtained, and he has thence hitherto exercised said copyright exclusively, and that the said second edition of said Covell's said Digest is preferred by many teachers to said Green's said book, as a more useful book for the purposes of instruction, and there is therefore a present demand for said Digest in the market in some parts of the United States; and that the transactions in the said books of the said Covell, and in the publishing, exposing for sale and selling thereof, as well of the said Covell and of the said D. App-leton & Company as of this defendant, have been had and done in good faith, and without any design or intent to wrong or injure the said complainant =

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And this defendant prays that he may have the same benefit of the matters and things in this answer stated, set forth & contained, as if he had pleaded the same.

And this defendant denies all & all manner of unlawful combination & confederacy wherewith he is by the said bill of complaint charged, without ^{his} that any other matter cause or thing in the said bill of complaint contained, material or necessary for this defendant to make answer unto, & not herein and hereby well & sufficiently answered, confessed, traversed, avoided or denied, is true to the knowledge or belief of this defendant. All which matters & things this defendant is ready and willing to aver maintain and prove as this Honorable Court shall direct; & he humbly prays to be hence dismissed with his reasonable costs & charges in this behalf most wrongfully sustained.

W^m Bishop

Chas. Green
at counsel for
the defendant

Circuit Court of the United States, Massachusetts
District.

Oct. 2. 1854

Personally appeared
William Bishop the within defendant,
and made oath that he has read the
above answer by him subscribed & knows
the contents thereof, & that the same is
true except as to matters therein stated
to be ~~on~~ information & belief, and as to
those matters he believes it to be true.

Before me.

J. W. Fuller Clerk

Saml. S. Greene
N^o 12th District
Att. Answer

6648 S. Mag. Dist.
Filed Oct 5. 1854 in the
Clerk's office
J. M. Fuller Clerk

United States of America.

THE Circuit Court of the United States, within and for
the Massachusetts District.

Massachusetts }
District, ss. }

TO any Commissioner of the
Circuit Court of the United States -
in the State of Pennsylvania -

KNOW YE, That reposing confidence in your wisdom, prudence,
and fidelity, we have appointed, and by these presents do authorize and
empower you to take the answers [to the interrogatories hereunto annexed] of

Jane A. Curt, Henry Williams and
John Walcott, of Alleghany City - And
James Thompson of Pittsburg, all of
the State of Pennsylvania

Witnesses to be examined on behalf of the Plaintiff
and to be used in a certain cause now pending in said Court, wherein

Samuel S. Greene is Plaintiff,

In Equity -

versus

William Bishop Defendant,

And to this end, at certain days to be by you appointed for that
purpose, to cause said witnesses, as aforesaid, to be brought before you, and
each witness, while present before you, to examine carefully on oath touch-
ing the premises. And when you shall have taken the examination as
aforesaid, to reduce or cause the same to be reduced to writing, and to be
subscribed by each of said witnesses in your presence. And the same, so
taken and subscribed, to return, together with this COMMISSION and your
doings herein enclosed, sealed and directed to the Circuit Court aforesaid,
holden at Boston, as soon as the same may be executed.

In Testimony Whereof, we have caused the seal of the said
Circuit Court to be hereunto affixed.

Witness, the Honorable Roger B. Taney at Boston,
this fourth day of August in the year of our Lord
one thousand eight hundred and fifty five

Wm. Miller CLERK.

N. B. - You shall not, except by consent of the parties in writing, permit either party to attend at the taking of the deposition, either himself, or by any attorney or agent, nor to communicate by interrogatories or suggestions with the deponent, whilst giving deposition in answer to the interrogatories annexed to this commission. And you shall take such deposition in a place separate and apart from all other persons, and permit no person to be present during such examination, except the deponent and yourself, and such disinterested person (if any) as you may think fit to appoint as a clerk, to assist you in reducing the deposition to writing. And you shall put the several interrogatories and cross-interrogatories to the deponent in their order, and take the answer of the deponent to each, fully and clearly. IF Depositions to be taken on paper of like size with this commission.

properly that you have mentioned all you know of. State the volumes, the pages, and the paragraphs where these points are to be found, by their numbers, and give the number of the edition you cite from and its date. And state particularly, whether, in the works you refer to, the words and phrases which Mr. Greene has used in his books, to express the system of analysis, therein set forth, and the ^{various} divisions of sentences and the relations of the component parts of sentences to each other, are used with precisely the same meaning as Mr. Greene used them?

And the following interrogatory is addressed, ^{on behalf of the plaintiff} to Mrs. June A. Lowell in addition to the foregoing

Was "Greene's Analysis" or "Greene's First Lessons" among the books owned by, or in the possession of the late Lyman T. Lowell?

Amuel Shaw
Complainant's Solicitor.

3

Supreme Court of the United States.

Map: Dist:

May Term 1855

Samuel S. Greene vs Equities

vs
William Bishop.

Interrogatories addressed on the behalf of the Plaintiff in the above entitled suit to Jane A. Howell Henry Williams and John J. Walcott of Allegheny City and James Thompson of Pittsburgh all of the State of Pennsylvania.

In your depositions, heretofore taken in the above entitled suit, you said that the analysis of sentences, their division and nomenclature as set forth in "Greene's Analysis" and in "Greene's First Lessons" were not original with Mr. Greene but that the same were known and used by other authors previous to the publication of Mr. Greene's books, and that these points are old and common learning. Now will you please to state particularly, in the works of what other authors are these stated, as Mr. Greene has stated them? Mention the titles of all these works, and when you have done so, state ex-

United States of America
Western District of Penna. } Set

In pursuance of the annexed
commission of Henry Sprule a Commissioner duly appoint-
ed by the Circuit Court of the United States for the Wes-
tern District of Pennsylvania in the third Circuit
I did cause to come before me James Thompson of the
City of Pittsburgh John S. Wolcott, Saml A. Gould & Henry Williams
of the City of Allegheny. Witnesses of sound mind and
lawful age and having by me first been carefully
examined and examined and sworn or affirmed to
testify the truth the whole truth and nothing but the
truth on the part and behalf of the Plaintiff in a
certain suit in Equity now depending and undeter-
mined in the Circuit Court of the United States for
the District of Massachusetts wherein Samuel S.
Greene is Plaintiff vs William Bishop Defendant
And the said Witnesses being of lawful age and hav-
ing by me separately sworn or affirmed to testify the
truth the whole truth & nothing but the truth in the
matter of (cause) aforesaid did each thereof tes-
tify and say as follows.

5
James Thompson sworn. To the interrogatory annexed
to the Commission hereto attached and which is as
follows.

In your deposition heretofore taken in the
above entitled suit, you said that the Analysis of
sentences, their division, and nomenclature as set forth
in "Green's Analysis" and in "Green's First Lessons"
were not original with Mr Green but that the same
were known and used by other Authors previous to
the publication of Mr Green's books, and that these
points are old and common learning — Now
will you please to state particularly, in the works
of what other authors are these stated as Mr
Green has stated them? Mention the titles
of all these works, and when you have done so, state
specifically that you have mentioned, all you know
of — state the volume, the pages and the pa-
ragraphs where these points are to be found by
their number, and give the number of the Edition
you cite from and its date. — And state partic-
ularly whether the works you refer to, the words
and phrases which Mr Green has used in his
books to express the System of Analysis therein
set forth, and the various divisions of sentences
and the relations of the various component
parts of sentences, to each other, are used with
precisely the same meaning as Mr Green uses
them?

The Answer. In the works of no other authors with
which I am acquainted on the classification

W. Sprad.

2

of Sentences, terms, and nomenclature, stated in the precise order and arrangement as in Green's Analysis, but yet they are to be found and some indeed as for itself as the works of Aristotle. The terms "Subject" and "Predicate" as constituting the principle elements of a sentence, are met with in all works on Logic, of any note, previous to this. So also are many and even most of the terms made use of by Mr Green in his Analysis of English Language, to be met with in other works. I have carefully compared the Greek Grammar of Dr (Ephraim) Nichner, with the Analysis of Mr Green and in many parts find not only a similarity in terms and definitions, but such likeness in the order of arrangement as to warrant my belief that it (the Analysis) was compiled principally from the work of Dr Nichner. The Edition of Dr N's Grammar, with which this comparison was made, and in which the striking resemblances were marked, was taken from me by the agent of the defendant in this case, and is to the best of my belief in the City of New York. The date of the Edition I cannot remember but I know the book was in my possession before Green's Analysis was published, it was translated from the German by professor Edwards of Andover Theological Seminary, and S. A. Taylor of the same place. My belief is it was published at that place.

Andrew S. Haddad's Latin Grammar presents likewise the same general principles, the

H. S. Haddad.

analysis of sentences, and Nomenclature, as Mr. Green. Becker's German Grammar also uses many of the same terms and definitions, also De Saey's ^{on general} English Grammar uses the same. The author ~~I think presents~~ The closest similarity to Mr. Green's, is Dr. Huhn's Grammar before referred to and which Mr. Green acknowledges in his preface of his Edition of 1849 to be copied indebtedness, the above are all the works that now occur to me as containing the principles of Analysis terms and Definitions, similar to Mr. Green's and in these works the words and phrases which Mr. Green has used in his book, to express the System of Analysis therein set forth and the various divisions of Sentences, and the relations of the various component parts of Sentences to each other, are used with precisely the same meaning as Mr. Green has used them.

James Thompson

H. Spaul

✱

I am a (over) sworn, To the Interrogatory annexed to the commission hereto attached and which is as follows

In your deposition heretofore taken in the above entitled suit, you said that the Analysis of sentences, their divisions, and nomenclature as set forth in "Greene's Analysis and in Greene's first lessons" were not original with Mr. Greene but that the same ^{were} known and used by other authors, previous to the publication of Mr. Greene's books, and that these points are old and common learning. — Now will you please to state particularly in the works of what other authors are these stated as Mr. Greene has stated them? Mention the titles of all these works, and when you have done so, state expressly that you have mentioned all you know of. State the Volumes, the pages and the paragraphs where these points are to be found by their numbers, and give the number of the Edition you cite from and its date, — And state particularly whether the works you refer to, the words & phrases which Mr. Greene has used in his books to express the system of Analysis therein set forth and the various divisions of sentences, and the relations of the various component parts of sentences to each other are used with precisely the same meaning as Mr. Greene used them?

She answers, Many of the books which contain the materials out of which Mr. Cooke formed his system of Analysis have been borrowed & the use

W. Sprague

of the defendant in this suit, in these works the
 elements of sentences are set forth, in some in
 part, in others entire, as in Green's, except there
 may be a slight variation in the phraseology,
 in addition to those the defendant took from my
 library, the following books contain the same nomen-
 clature as that used by Green & Coole, some are
 now all in their definitions, and more similar to
 those two works than others are, but they all set
 forth the system to some extent, and some of
 them the precise meaning, and nearly the same
 language, Frost Grammar ^{is copied in} 1842. Sanborn 1836
 Goldsberry 1841 Fowler 1842. Bullion Guide to
 English, Wright's Orthography and Grammar 1842
 Tracy 1844 E Smith 1835 Murray 1809 Roswell
 C Smith 1829 Lennie 1821 Ingersoll 1831
 Roscoe & Co 1800 Peirce 1829 Fiske 1822, A
 Webster 1821 Wall 1826 Brown 1849 Comly 1826
 Greenleaf 1821. The references to the proper dates of
 all this works are in the hands of the defendants,
 the authors above referred to with those taken away
 by the depts agent, and all that I can think
 of at this time and I cannot give the dates
 and pages but they can be found in the books of
 the defendant.

In answer to the following Interrogatory — Was "Green's
 analysis" or "Green's First lessons" among the books
 owned or in the possession of the late Lyman T Cooley

W Sprague

She says.

During the preparation of (oride's Grammar I never
saw the Grammar of all^r Geome, the first I saw
^{of it} was in 1849

John V. Covell

H Sprunt

John S. Walcott swears To the Interrogatory contained
in ~~compositions~~ hereto annexed and which is as follows

In your deposition heretofore taken in the above en-
titled suit, you said that the analysis of sentences,
their division, and nomenclature, as set forth in
"Green's Analysis" and in "Green's First Lessons" were
not original with Mr Green, but that the same
were known and used by other Authors, previous to
the publication of Mr Green's books, and that these
points are old and common learning. Now will
you please to state particularly in the works of what
other Authors are these stated, as Mr Green has
stated them? Mention the titles of all these works,
and when you have done so, state expressly that you
have mentioned all you know of. State the vo-
lumes the pages and the paragraphs, where these points
are to be found, by their numbers, and give the num-
ber of the Edition you cite from and its date.

And state particularly, whether in the works you re-
fer to, the words and phrases which Mr Green has used
in his books, to express the system of analysis there
in set forth, and the various divisions of sentences
and the relations of the various component parts of
sentences to each other, are used with precisely
the same meaning as Mr Green used them?

Answer. In Kuhns, Greek grammar, De Saey, French
grammar, in Decker, German grammar, and Hagen's
English grammar, are found the division and sub-
division of sentences into their elements. I do not say

H. S. Walcott

that precisely the same arrangement is found in those works, or
the phraseology the same, but the nomenclature is the same,
and the subject matter, I can cite Chap. and page
in the above works where this matter is found, the books are
not now at my command but in the hands of the de-
fendant his agent or attorney in New York or Boston,
I have examined several other works in which I have
found the sentence divided into simple, complex and com-
pound divisions, also the elements such as the subject element
the predicate element, adjective element, adverbial element,
~~adjective element~~
but ~~that~~ of these works are not now in my possession and
it is impossible to give the authors, the defendant or his
agent or attorney has other works beside those specified
above which I had previously to my first examination in
this cause.

Wm Jay Wolcott

H. Spauld

Examination

1

Henry Williams sworn. To the interrogatory annexed to the commission hereto attached and which is as follows

In your deposition heretofore taken in the above entitled suit, you said that the analysis of sentences, their divisions and nomenclature as set forth in "Greene's Analysis and in Greene's first lessons" were not original with Mr Greene but that the same were known and used by other authors, previous to the publication of Mr Greene's books, and that these points are old and common learning. — You will you please to state particularly in the works of what ^{other} authors are these stated as Mr Greene has stated them? Mention the titles of all these works, and when you have done so state expressly that you have mentioned all you know of.

State the volumes, the pages and the paragraphs where these points are to be found, by their numbers and give the number of the Edition you cite from and its date. And state particularly whether the works you refer to: the words and phrases which Mr Greene has used in his books to express the system of analysis therein set forth and the various divisions of sentences and the relations of the various component parts of sentences to each other, are used with precisely the same meaning as Mr Greene used them?

The Answers, The Authors and Bell's, Moral Science, published in 1813 in Baltimore 35th page Section 66 & 67. Andrews and Stoddard's Latin Grammar published in Boston 1808 4th Edition pages 100 to 104 inclusive. Keble's guide for writing Latin published in

H. Sprad.

1845, Andover, pages 4th & 5th, Bickers' German Grammar published in Frankfurt on the Main, 1845, and also in London, Richnis, Greek Grammar published in Andover first Edition translated by Edward & S H Taylor Richnis, Latin Grammar published in Boston in 1845. Dr. See, General Grammar, the Dr. Fuchs on the Voice published in Philadelphia in 1842, Hold's English Grammar published in 1846. These are all the authors I can now think of, and some of them are not now in my possession. Being in the hands of the Defendant or his agent, I cannot at present give the pages, nor the paragraphs as required by the interrogatory. In the Greek Grammar of Richnis the words & phrases which Mr Greene has used in his book to express the system of Analysis therein set forth, and the various divisions of sentences and the relations of the various component parts of sentences to each other, are used with precisely the same meaning as Mr Greene uses them?

J. H. Williams

W. Sprout

best	Subscribers	\$1 00
	Service of Sub	2. 48
	Wetresses	7. 50
	Commissions	6. 00
		<hr/> \$16 98 paid by App

27

United States,
WESTERN DISTRICT OF PENNSYLVANIA. }

I, *Henry Sproule* a Commissioner appointed by the Circuit Court of the United States in and for the Western District of Pennsylvania, in the Third Circuit, under and by virtue of the Acts of Congress, **Do Hereby Certify**, That the reason for taking the foregoing deposition, and the fact is, that the witness, *resides over one hundred miles from the City of Boston in the State of Massachusetts* tells the place of trial of said cause

I Further Certify, That *no* notification of the time and place of taking said deposition, was made out *and served by me because the Defendant's attorney resides in the State of Massachusetts and over one hundred miles from the place of taking said deposition,*

~~which is hereto annexed.~~

I Further Certify, That on the *19th & 20* day, of *September* A. D. 1855 I was attended by _____ of counsel, with the said _____, and by the witness *is* who was of sound mind and lawful age, and the witness, *is* having been by me carefully examined and cautioned, and *sworn* to testify the whole truth, the Deposition was by me reduced to writing in the presence of the witness, *is* who subscribed the same in my presence—and I have retained the said deposition in my possession for the purpose of transmitting the same by *mail* — to the Court for which the same was taken.


I Further Certify, That I am not of counsel or attorney for either of the parties in the said deposition, and caption named, or in any way interested in the event of the said cause.

IN TESTIMONY WHEREOF, I have subscribed my name and affixed my seal, this *20th* day of *September* A. D. 1855

H. Sproule
United States Commissioner



United States of America
Western District of Pennsylvania } Set



I Henry Sprunt Clerk of the Circuit
Court of the United States for the Western
District of Pennsylvania do
hereby certify that Henry Sprunt
before whom the foregoing testimony
was taken and who in his own proper
handwriting signed and attested the same was at the time
of so doing and now is a Commissioner of the United
States duly appointed by the Circuit Court of the United
States for the Western District of Penn^a in the Third Circuit
to whose acts as such full faith and credit are and
of right ought to be given as well throughout the
United States as elsewhere

In testimony whereof I have
hereunto subscribed my name and affixed the seal
of the said Court at Pittsburgh this 20th day of
September A.D. 1855 And by the Independence of
the United States the Eightieth.

H. Sprunt

Green & Bishop

Sept 27 1861

United States of America.

THE Circuit Court of the United States, within and for
the Massachusetts District.

Massachusetts }
District, ss. }

TO *Beaumont Newhall*

*Circuit Court of the United States for the
District of Pennsylvania*

KNOW YE, That reposing confidence in your wisdom, prudence,
and fidelity, we have appointed, and by these presents do authorize and
empower you to take the answers [to the interrogatories hereunto annexed] of

*A. T. Douthett of Alleghany City in the
District of Pennsylvania, &c*

Witness to be examined on behalf of the *Complainant*
and to be used in a certain cause now pending in said Court, wherein

Samuel S. Greene is Plaintiff,
in Equity
versus

William Bishop Defendant,

And to this end, at certain days to be by you appointed for that
purpose, to cause said witnesses, as aforesaid, to be brought before you, and
each witness, while present before you, to examine carefully on oath touch-
ing the premises. And when you shall have taken the examination as
aforesaid, to reduce or cause the same to be reduced to writing, and to be
subscribed by each of said witnesses in your presence. And the same, so
taken and subscribed, to return, together with this COMMISSION and your
doings herein enclosed, sealed and directed to the Circuit Court aforesaid,
holden at Boston, as soon as the same may be executed.

In Testimony Whereof, we have caused the seal of the said
Circuit Court to be hereunto affixed.

Witness, the Honorable *Roger B. Taney* at Boston,
this *twentieth* day of *September* in the year of our Lord
one thousand eight hundred and *fifty five*

CLERK.

N. B.—You shall not, except by consent of the parties in writing, permit either party to attend... using of the deposition, either in writing or by any means, to communicate by
with the deponent whilst giving the deposition in answer to the interrogatories annexed to this commission. And you shall take such deposition in a place separate and apart from all
person to be present during such examination, except the deponent and yourself, and such disinterested person (if any) as you may think fit to appoint as a clerk, to assist you in reducing the depo-
shall put the several interrogatories and cross-interrogatories to the deponent in their order, and take the answer of the deponent to each, fully and clearly. All Depositions to be taken on paper of

Circuit Court of the United States.
Massachusetts District
May Term 1855.

Samuel S. Greene in Equity.
vs.
William Bishop.

Interrogatories addressed to A. T. Pouthall
of Alleghany City in the District of Pennsylvania
a Witness, examined on behalf of the Complainant
in the above entitled action —

1st Please state your age & occupation.

2nd Please state whether or not you were
ever associated with the late Lyman
T. Lovell as an assistant teacher in the same
school or schools, or in any other way — and
if so, how? when first? and for how long a
time? and for how long a time were you
acquainted with said Lovell?

3rd Please state whether or not you
were present at a meeting of teachers
and others in Pittsburgh or Alleghany City at
which W^m Warren in a lecture, illustrated a

explained the system of Analysis of Sentences, their division, Classification &c - as set forth in "Green's Analysis" and "First Lessons"? Was or was not W.^m Covell present at the same or a similar meeting? Did you or not ever hear W.^m Covell speak of Green's system of analysis, and, if so, did he ever speak of it as new to him, or otherwise, and did he or not appear to be pleased with it and to consider it valuable? and did he or not publicly, either as a member of a committee, or otherwise, express his own opinion of W.^m Green's system of analysis on these points of novelty or value and if so, what was the opinion so expressed? and on what occasions?

4th

Were you or not acquainted with W.^m Covell's mode of teaching English Grammar and the English Language in his school? If so, did or did not the Analysis of sentences and the Classification and division ever form a part of his course of instruction? if so when did he first begin to give instruction on these subjects?

5th

Have you or not ever seen a manuscript work on English Grammar by the late

5
Mr. Lovell? If so, when did you first see it? and did Mr. Lovell, or not, then speak of it as completed, or nearly so? and if so, how nearly? and did it or not then contain anything and if so, how much? on the subject of analysis?

6th

Have you seen a book called "Lovell's Digest of English Grammar," purporting to be written by Lyman J. Lovell? If so—Does it appear to you to be same work mentioned the preceding interrogatory? Please state according to the best of your recollection in what particulars the printed work differs from the manuscript work as you first saw it, if it differs in any—and also state when these differences, if any there be, were made—

Samuel Shaw Jr.

Solicitor for Complainant.

United States of America
Western District of Penn^a ss

Be it remembered that I Henry
Spruella Commissioner duly appointed by the Circuit Court
of the United States for the Western District of Penn^a
in the Third Circuit under and by virtue of the Laws
of the United States. In pursuance of the annexed Com-
mission, I did cause to come before me Andrew B
Douthett a Witness of Lawful age and sound mind
and after having been by me first carefully examined &
cautioned & sworn, to testify the truth the whole truth
and nothing but the truth, in a certain suit in Equity,
now depending and undetermined in the Circuit Court
of the United States for the District of Massachusetts
wherein Sam^l S Green is Plff, and William Bishop
is defendant. I did on the 26th day of September
1855 examine him the said Andrew B Douthett on
the interrogatories annexed to the said Commission and
he did answer the said Interrogatories as follows

Andrew G. Douthett Sworn

To the first Interrogatory. He answers, I am twenty eight years of age, and my occupation is school teacher.

To the second Interrogatory. He answers, I was associated with the late Lyman J. Covell as assistant teacher one year in Allegheny City, Pennsylvania. I think the years 1848 & 1849 part of each year, in the same school with Mr. Covell, and that was the first acquaintance I had with him, but after I quit the school, my acquaintance continued until his death in 1855.

To the third Interrogatory. He answers, I was present at the meeting referred to, in the City of Allegheny, when Mr. Warren in a lecture illustrated and explained the system of Analyses of Sentences. Their divisions & Classification &c as set forth in "Green's Analysis" and Green's first lessons. Mr. Covell was also present at that meeting, afterwards I heard Mr. Covell speak of "Green's System of Analysis. he spoke of it as new, and made a comparison of some things he saw in it, with Andrews & Stoddard's Latin Grammar, in regard to the definitions of Sentences, what composed the subject and predicates. Their modifications, he seemed to be pleased with Green's system & considered it valuable. but objected to in-

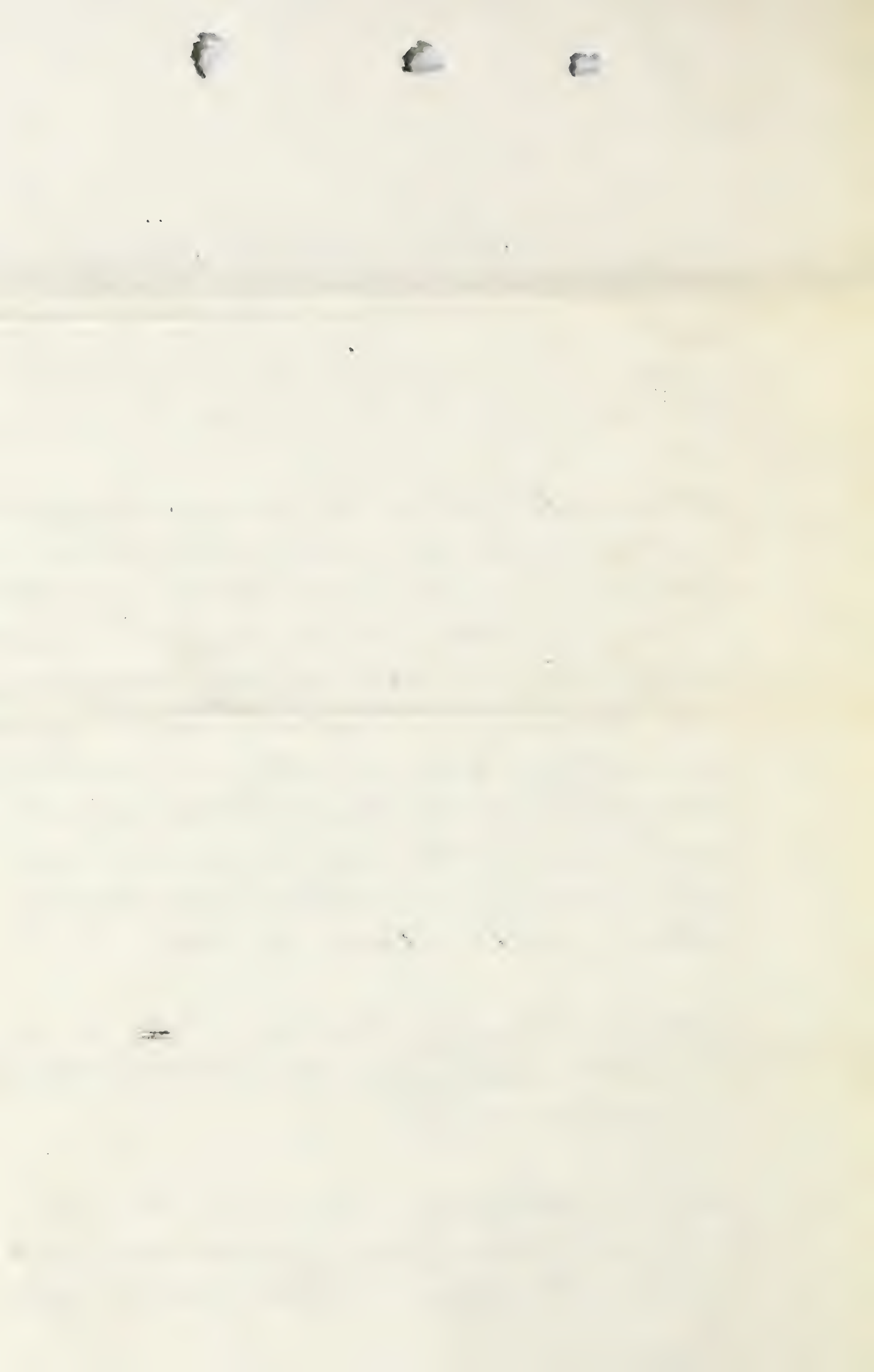
H. Sproul Comr.

11
introducing it into schools, as he was then preparing a
book on Grammar and intended to have the sentences
simplified and made more easy for learners. I never heard
him offer himself to any Committee, but to myself he
appeared himself pleased with the work.

105
To the fourth Interrogatory. He answers, I was acquaint-
ed with Mr Corrells mode of teaching English Grammar or
the English Language. To some extent his course of Instruction
in the Analysis of Sentences and their Classification was part
of his course, but he taught it more fully and systema-
tically after he saw Mr Quens book, and the way mode
taught in Mr Quens book, was taught by him from that time
until I left ^{I think} about 2 months. I insisted on having the
book introduced into the school and gave as a reason
that if we were going to teach that method of analysing
sentences, we ought to introduce the book.

To the fifth Interrogatory, He answers, I ~~only~~ saw only
part of the manuscript referred to, and that part con-
tained nothing on Analysis.

To the 6th Interrogatory He answers. I have seen
a book called "Corrells digest of English Grammar" purport-
ing to be written by Lyman J Correll. It does not appear
to be Sprouts work.



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to me to be the same, excepting some of his definitions of the
different parts of Speech. it did differ from the manuscript
but I cannot tell when the change was made.

J. G. Smith.

H. Sproul. Comr.

Verbs	7.30
Subjunctive & Given	1.06
Comp. Fees	3.00
Orthographic School	5.56
	55
	6.11



15

United States,
WESTERN DISTRICT OF PENNSYLVANIA. }

I, *Henry Spraul* — — — a Commissioner appointed by the Circuit Court of the United States in and for the Western District of Pennsylvania, in the Third Circuit, under and by virtue of the Acts of Congress, **Do Hereby Certify**, That the reason for taking the foregoing deposition, and the fact is, that the witness, *resides over one hundred miles from the City of Boston the place of trial of the above cause*

I Further Certify, That *no* — notification of the time and place of taking said deposition, was made out *and served by me because the Defendant or his attorneys reside over one hundred miles from Pittsburgh in the State of Penn: the place of taking said deposition*
~~which is hereto annexed.~~

I Further Certify, That on the *26th* day of *September* A. D. 1855
I was attended by *Andrew G. Douthett* — — — of counsel, with
the said — — —, and by the witness who was of sound mind and lawful age,
and the witness, having been by me carefully examined and cautioned, and *Sworn* —
to testify the whole truth, the Deposition was by me reduced to writing in the presence of the
witness, who subscribed the same in my presence—and I have retained the said deposition in my
possession for the purpose of transmitting the same by *mail* to the Court for
which the same was taken.

I Further Certify, That I am not of counsel or attorney for either of the parties in the
said deposition, and caption named, or in any way interested in the event of the said cause.

IN TESTIMONY WHEREOF, I have subscribed my name and affixed my
seal, this *26th* day of *September* A. D. 1855

A Spraul
United States Commissioner



17
United States of America }
Western District of Penn^a } ss

I Henry Spraul Clerk of the Circuit Court of the United States for the Western District of Pennsylvania do hereby certify Henry Spraul be fore whom the foregoing testimony was taken and who in his own proper handwriting signed and Certified the same was at the time of so doing and now is a Commissioner of the United States duly appointed by the Circuit Court of the United States for the Western District of Penn^a in the Third Circuit to whose acts as such full faith and Credit are and of right ought to be given as well throughout the United States as elsewhere

In testimony whereof I have hereunto set my hand and affixed the seal of the said Court at Pittsburgh this 26th day of September A.D. 1855 and of the Independence of the United States the Eightieth

H Spraul
Clerk

Grand O'Neil

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Wm. Fuller Ctr.

Schedules.

Covell. P. 201.

Page 82. n 125. 2. While, whilst & as long as denote ^{the} duration, till & until, the com-
mencement, & since, the termination,
of a period of time
3. Adverbs of time ^{relative} ^{represent} the time
of a subordinate clause, as antecedent to, si-
multaneous with, or subsequent to the time
of the principal clause, as

I was at the depot } before the cars arrived
 } when the cars arrived
 } after the cars arrived

Page 87. n 132. Conjunctions are of two classes:

Coordinate & subordinate.

A Coordinate conjunction is one that
connects elements of equal rank, as
"Time is short & art is long," - "He, & I must go"
A subordinate conjunction is one that
connects elements of unequal rank, as
"he will go, if you will" - "I will walk,
that you may ride!"

Page 92. "Then" [sentences] may be either simple,
complex or compound, as 1. "Boys study"
2. "Good boys study well" - 3. "James & John
read & write"

St. Louis, Mo.

U

Example

Edward was writing

p. 874, n. 155. Connectives are divided into two general classes, Coordinate, & subordinate, the named from the elements they unite

Ex 106. Coordinate ^{connectives} are used to connect similar elements (149). Subordinate connectives are used to connect dissimilar elements

p 73 (150) "James March"

1374 (159) 60 ordinate complexions are divided
a) Copulative, adversative & alternati

21
6
e

Classification of sentences.

141. The classification of sentences depends on their form, mode & structure. In form they are simple, complex & compound; in mode they are declarative, imperative & interrogative; each of these may be exclamatory; in structure they are close, compact & loose.

x x x

Definitions.

142. I. Sentences, in form are simple, complex & compound.

A simple sentence is one that contains only one proposition; as "I will walk".

A complex sentence is one that contains dissimilar propositions; as "I will walk, that you may ride".
The latter clause is dependent on the first '66'.

p. 93. A compound sentence is one that contains similar propositions; as "I will walk, & you may ride". Each clause is dependent. '67'.

Note, complex sentences are united by subordinate conjunctions, conjunctive adverbs, relative pronouns, phrases, or by incorporation. Compound sentences are united by two coordinate conjunctions.

Clauses, or members, are the parts of complex or compound sentences.

143. II. Sentences in mode, are declarative

§ 100. 27. A simple sentence contains but one proposition, &c., a complex sentence contains two or more dissimilar propositions, &c., &c. A compound sentence contains two or more similar propositions.

§ 101. 28. 393. Sentences thus considered are divided into four classes, - declarative, interrogative, imperative, and exclamatory.

§ 102. 29. A declarative sentence is a declaration or statement either affirmative, or negative, &c. &c. appropriate form for narrative & didactic composition.

§ 103. 30. An imperative sentence is used to express a command, an entreaty, an exhortation, a prayer, as "Let us go," "May the truth prevail," -

§ 104. 31. Conjunctions, or conjunctive words, are divided into two classes, - Coördinate & Subordinate; the former are used in compound or partial compound sentences, & the latter in complex.

§ 105. 32. A complex sentence is formed by uniting a principal & a subordinate clause.

§ 106. 33. A compound sentence is formed by uniting two or more principal clauses, &c., &c.

imperative, and interrogative; each of which may be exclamatory. A declarative sentence is one that expresses a declaration; as "He reads," "He can write." An imperative sentence is one that expresses a command, directly or indirectly; as, "Obey me," "Tarry awhile," "Go in peace." Note. In elocution, imperative sentences are treated as declaratives.

p. 95 & 945
3.

3. A phrase is a collection of words not forming a proposition. But in analyzing, it is limited to an infinitive, or a preposition and its object; as, *To walk*; *To ride*; *Of wisdom*; *In Boston*. These may become complex, or compound; as, *To walk fast*; *To read and (to) write*; *In Old Boston*; *Of wisdom and of prudence*. (177.)

ELEMENTS OF SENTENCES.

146. The parts, or elements, of sentences are words, phrases, clauses, or members.

EXAMPLES.

1. Words.	2. Phrases.	3. Clauses.
Sin	to sin	that one should sin.
Writing	to write	that one should write.
Wealthy	of wealth	who is wealthy.
Now	at this time	while we are talking.

4. Members: "(The word of the Lord is right); and (all his works are done in truth)."

A sentence may have six kinds of elements: two, principal; three, subordinate; and a connective.

The principal elements are the subject and predicate; as, "Boys read." They form the basis of every complete sentence.

The subordinate elements are the adjective, objective, and adverbial elements; as, "Good boys read books attentively." They serve to modify or limit the principal elements, on which they depend.

The connective element is a preposition, conjunction, conjunctive adverb, relative pronoun, or phrase.

Exercise

Write for a sentence each one of the five elements.

1. 16. 138 The elements of the sentence are co-ordinate with each other.

178. An element of the second class is an *infinitive* or a *preposition* and its *object*. These, taken as a *phrase*, form, like an element of the first class, a constituent part of the sentence; as, "to haste;" "of Boston;" "in reading."

NOTE. The term *phrase* is properly used to denote any combination of words which does not form a proposition. Hence, a complex or compound element of the first class is a phrase. But, in this work, the term will be used more particularly to denote an element of the second class.

7. The component parts of a sentence are called its *elements*.

8. A sentence may contain *five* distinct elements. Of these, two are indispensable to its formation, and are hence called **PRINCIPAL ELEMENTS**. The other three are dependent on these, and are hence called **SUBORDINATE ELEMENTS**.

9. Each of these five elements may take three distinct forms, called the *first*, *second*, and *third* classes of the elements.

5. The component parts of a sentence are the *words*, *phrases*, and *clauses* which enter into its structure.

Elements of the First Class, Words

Elements of the Second Class, Phrases

Elements of the Third Class, Subordinate Clauses

The Proposition. — Principal elements.

1. The subject is that which is affirmed.

2. The predicate is that which is affirmed of the subject.

p. 103.

154. The attribute of an object may be assumed, affirmed, or inquired for: e. g.—1. "The sun approaching; Pure water; Paul an apostle."—2. "The sun is approaching, or the sun approaches; The water is pure; Paul was an apostle."—3. "Is the sun approaching, or does the sun approach? Is the water pure? Was Paul an apostle?"

EXERCISES.

Of the first ten cards, assume and then affirm some being, state, or action. Of the next ten, assume and then affirm some limitation or quality. Of the next ten, assume and then affirm what each is; i. e., give its class. Of the whole thirty, inquire for some attribute of each.

105

The subject may be simple, complex, ^{or} and compound.

The predicate may be simple, complex, or compound.

Note. A sentence may be simple, complex, or compound.

158 The simple subject is a noun or pronoun, or any letter character, syllable, word, phrase, or proposition, used as a noun, as

x x x x x x

159 The simple predicate is always a verb; x x x

Green

The *predicative element*, first sub-
ordinate element.

56.

The *objective element*, second sub-
ordinate element.

67.

The *adverbial element*, third sub-
ordinate element.

16. An attribute may be united to its object, —
(a.) By *assuming* a union, or by *joining* it without
an assertion; as, *blue sky, rough sea, poisonous rep-*
tiles; —

(b.) By *affirming* a union, or by *joining* it with
an assertion; as, "The sky is blue;" "The sea
is rough;" "Reptiles are poisonous."

Tell which of the following expressions contain an
assumed, and which a predicated property: —

Sweet apples. Running water. Ice is melting. Shin-
ing gold. George is well. Fading flowers. Stars are

Mention three or more properties of each of the
following objects: —

Gold, horses, books, iron, ocean, whales, edifice, peaches,
dogs, man, king, moon, water, ink, oil, lamp, table, money,
pens.

Unite them first as assumed and then as predicated
properties.

112. The predicate, considered apart from the
words that limit it, is called the *grammatical predi-*
cate, or simply the *predicate*.

113. When taken in connection with the words
which limit it, it is called the *complex or logical*
predicate.

Hyacinth

160. COMPLEX OR LOGICAL SUBJECT AND PREDICATE.

The *complex subject* is the simple subject with all its limitations.

The *complex predicate* is the simple predicate with all its limitations.

REMARK.

An *element* of a sentence is *compound* when the parts are united by a coordinate conjunction; it is *complex* when they are united in any other way. The *elements* of a sentence, as already stated (140), are *words*, *phrases*, *clauses*, or *members*.

THE COMPLEX OR LOGICAL SUBJECT.

161. The simple subject becomes complex by the addition of one or more *words*, *phrases*, or *clauses*.

Note—An *infinitive* verb, or a *preposition* and its *obj.*, is called a *phrase*.

I. The subject is limited by *words*.

1. By definitive adjectives; as, "A man; *any* man; *two* men; *those* men."
2. By attributive adjectives; as, "Use men *good* boys *wise* fruit."
3. By several adjectives; as, "A *good* boy; *the wise* girl; *a brave* man."
4. By nouns or pronouns in apposition; as, "The river *Hudson*;" "John *the Baptist*;" "He *himself*;" "I *Paul* myself."
5. By nouns or pronouns in the possessive; as, "Pope's Essay;" "My pen."

Note—One possessive often limits another; as, "His father's house;" *father's* limits *house*; and *his* limits *father's*.

6. By a participle; as, "They *shouting*, fled."—"He *having spoken*, retired." (161-2.)

II. The subject is limited by PHRASES:—

1. By infinitives; as, "A desire *to learn* is commendable."
2. By a preposition and its object; as, "The city *of Mexico* was taken."—"His desire *of ruling* was great."

III. The subject is limited by CLAUSES:—

1. By a relative clause; as, "The rose *which blossomed*, has faded."
2. By a conjunctive clause; as, "A desire *that he might speak*, was expressed."

Note—These last examples belong to compound sentences. (166.)

94. The subject considered apart from the adjective element, is called the *grammatical subject*, or simply the *subject*.

95. The subject taken with the words which limit it, is called the *complex* or *logical subject*.

(a.) The adjective element generally answers the questions, *What? What kind? How many? Whose?*

96. All modifiers of the subject, or of the noun in any of its relations, are used to restrict its *application*. This may be done, —

(a) without affecting any of its properties, as two men, these men;

(b) by designating some property, as good men;

98. All adjective words (articles, adjectives, and participles) are divided into two classes, — *limiting* and *qualifying*.

99. *Limiting* adjectives are used to restrict the application of the noun, without expressing any of its properties; as, "*ten* commandments;" "*each* lesson."

100. *Qualifying* adjectives are used to restrict the application of the noun to a class of objects which possess a certain *property* in common; as, "*good* men;" "*idle* boys;" "*tall* trees."

(c.) By *identifying* it; as, "*Paul the* apostle;" "*Peter the* hermit;" —

(d.) By representing it as an object *possessed*, as, "*David's* harp."

97. The first two limitations are effected by *adjective words*; the second two, by *nouns* or *pronouns*.

201. When the phrase is used to effect either of the purposes mentioned in ¶ 96, (a. b. c. d.) it is called an *adjective element of the second class*.

"the city of Boston" = "the city, Boston" (8.) It shows the relation of some circumstance of *time* or *place*; as, "the mountains of Mexico" = "the Mexican mountains;" "the report of last year" = "last year's report."

"He shrieked like a child of his youth was great." The city of Mexico is beautifully situated. The hope of

286. Adjective clauses are introduced by *relative pronouns*, which serve to connect them with a limited noun or pronoun which is called the *antecedent*; as, "The evil *that* men do lives after them."

(a.) The relative pronoun refers to some *limited adjective* in the principal clause, either expressed or understood, called its *correlative*; as, "That book *which* you have was printed in 1769."

287. The relative pronouns are, —

Who, relating to a *person*; —

Which, relating to a *thing*; —

That, relating to either a *person* or *thing*; — and

107.

MODEL OF ANALYZING.

Lofly cedars bend—

is a sentence, because it is a thought expressed in words: simple sentence, because it contains but one proposition: a proposition, because it contains a subject and predicate: *cedars* is the subject, limited by the adjective *lofly*: *lofly cedars* is the complex subject: *bend* is the predicate.

COMPLEX SENTENCES.

166. A *complex sentence* is one that contains dissimilar propositions; as, "I will go, when he comes." "*I will go*" is the *principal clause*:—"when he comes" is the *subordinate clause*, and makes complete sense only when united with the principal clause. It is therefore often called the *dependent clause*.

1. The *subordinate clause* is often placed first; as, "When he comes, I will go." The connective is a part of the subordinate clause, and with its clause, limits or restricts the principal clause; as, "He is the man *whom* you saw." Hence, the clauses are dissimilar.

2. The propositions or clauses of a complex sentence are connected by *subordinate conjunctions, conjunctive adverbs, relative pronouns, phrases, or incorporation*; as, "You may go, *if* he is willing."—"The wicked flee, *when* no man pursues."—"He is respected by all *who* know him."—"This is the man *I* saw."—"The more I examine the work, *the better* I like it."—"God said, 'Let there be light.'"

MODEL OF ANALYZING.

When he comes, I will go—

is a complex sentence; it contains dissimilar propositions, one being

principal and the other subordinate, connected by the conjunctive adverb *when*. "*I will go*" is the principal clause:—"when he comes" is the subordinate clause. Of the principal clause, *I* is the subject: *will go* is the predicate; *go* is the principal verb, and *will* is the auxiliary. *When* is a conjunctive adverb uniting the clauses. Of the subordinate clause, *he* is the subject: *comes* is the predicate. (Now parse each word in full.)

I will ride, that you may ride—

is a complex sentence; it contains dissimilar propositions, one being principal and the other subordinate, connected by the subordinate conjunction *that*. "*I will ride*" is the principal clause;—"that you may ride" is the subordinate clause. (Analyze in full, and parse each word.)

112.

J. Proctor

MODELS FOR ANALYSING AND PARSING.

p 57.

52

Tall oaks bend.

It is a simple sentence, because it contains but one proposition, (27.)

Oaks is the subject, because it is that of which the action "bend" is affirmed.

Bend is the action affirmed of "oaks."

Oaks (the subject) is limited by "tall," an *adjective* element of the first class, denoting the kind (*tall*) of oak.

Tall oaks is the complex subject.

Tall is a qualifying adjective, of the positive degree, (compared, *tall, taller, tallest*;) and is used as a modifier of the subject; according to Rule V., "An adjective or participle used as a modifier, belongs to the noun or pronoun which it limits."

1. 15.

28. A complex sentence contains two or more *dissimilar* propositions.

27

262. The propositions which unite to form a sentence are called *clauses*.

263. A complex sentence is formed by uniting a *principal* and a *subordinate* clause.

69

144. In a complex element, the simple element on which the others depend, is the basis of it. Thus "careless" is the basis of "very careless;" "lessons" is the basis of "their lessons;" and "quickly" is the basis of "very quickly."

145. The *simple element* which is joined to the basis is dependent upon it, and hence is said to be *subordinate* to it; as, "He purchased a *good* farm."

(a.) "Good," in this example, is subordinate to "farm." This element, in turn, may become the basis to another element subordinate to itself; as, "He purchased a *very good* farm."

(b.) This connection of elements may be continued indefinitely, forming *different degrees* of subordination.

146. Complex elements are formed by uniting two or more *dissimilar* simple elements; the one being *principal*, and the other *subordinate* to it.

1. 8.

(a.) A complex sentence is formed by uniting two *dissimilar* simple sentences, just as a complex element is formed by uniting two *dissimilar* (146) simple elements.

This is the man whom I saw—
 is a complex sentence; it contains dissimilar propositions, one being principal and the other subordinate, connected by the relative pronoun *whom*. "*This is the man*" is the principal clause; "*whom I saw*" is the subordinate clause. Of the principal clause, *this* is the subject: *is* is the predicate, limited by the noun *man* which is limited by the adjective *the*;—*is the man* is the complex predicate. *Whom* is a relative pronoun, uniting the clauses. Of the subordinate clause, *I* is the subject: *saw* is the predicate, limited by the pronoun *whom*;—*saw whom* is the complex predicate. (174.—1.—Note.)

The boy who studies will improve—
 is a complex sentence, &c., connected by the relative pronoun *who*. "*The boy will improve*" is the principal clause. "*who studies*" is the subordinate clause. Of the principal clause, *boy* is the subject, limited by the adjective *the* and the clause *who studies*; *the boy who studies* is the complex subject: *will improve* is the predicate:—*improve* is the principal verb, and *will* is the auxiliary. *Who* is a relative pronoun, uniting the clauses. Of the subordinate clause, *who* is the subject: *studies* is the predicate.

COMPOUND SENTENCES.

167. A *compound sentence* is one that contains similar propositions: as, "I will walk, and you may ride." "*I will walk*" is the first clause; "*and you may ride*" is the second clause. These are independent of each other;

i.e. each has a perfect sense by itself. Hence, the propositions, or clauses, are *similar* and *coördinate*; i.e. of equal rank.

The clauses of a compound sentence are connected by *coördinate conjunctions* expressed or understood; as, "He must increase, *but* I must decrease."—"Politics are his aversion; *and* a newspaper enters not his door."

MODEL OF ANALYZING.

I will walk, and you may ride—

is a compound sentence; it contains similar propositions, both being coördinate, and connected by the coördinate conjunction *and*. Of the first clause, *I* is the subject: *will walk* is the predicate:—*walk* is the principal verb, and *will* is the auxiliary. *And* is a coördinate conjunction uniting the clauses. Of the second clause, *you* is the subject: *may ride* is the predicate:—*ride* is the principal verb, and *may* is the auxiliary. (Parse each word in full.)

MODELS FOR ANALYSIS AND PARSING.

Who was the author of Junius's Letters, has never been satisfactorily determined.

It is a complex sentence, because it contains a principal and a subordinate clause.

Who was the author of Junius's Letters, is the subject of the principal clause.

Has been determined is the predicate.

The predicate is limited by "satisfactorily," an adverbial element of the first class, denoting *manner*.

Who was the author, &c., is a principal element of the third class. It is used as a noun, third person, singular number, neuter gender, nominative case, and is the subject of the sentence; according to Rule 1.

Who is the subject of the subordinate clause, and

Was author is the predicate.

Author is limited first by "the," and secondly by "of Junius's Letters."

Who is an interrogative pronoun, used in a subordinate clause. It has no antecedent. It is of the third person, singular number, masculine gender, nominative case, and is the subject of "was;" according to rule IV. It connects the two dissimilar clauses, according to Rule XVI.

NOTE. "*Who was author*" may be considered as the grammatical subject of the complex sentence, and "*Who was the author of Junius's Letters*," the logical subject. The connection of *who* will be best seen by using the idiom in ¶ 282.

29. A *compound* sentence contains two or more similar propositions.

289. Coördinate elements of either class are connected by conjunctions.

300. Conjunctions, or conjunctive words, are divided into two classes, — *coördinate* and *subordinate*. The former are used in compound or partial compound sentences, and the latter in complex.

108. A *partial compound sentence* is one that has

two or both of its principle elements compound, as *Ann & Mary read & write*.

117. § 170-1 The parts or elements of sentences are words, phrases, clauses or members.

2. A word is the expression of an idea.

3. A phrase is a collection of words not forming a proposition; as *It was a victory* was the cry. *It was a sorrow* was his motto. (Each of these phrases forms a simple subject.)

Analysing the phrase is usually limited to a infinitive, or a preposition & its object.

118.

4. Clauses, or members, are the subdivisions of complex or compound sentences. When the sentences are close or compact, these parts are called clauses: when loose, the distinct parts are called members.

171. Elements, whether words, phrases, clauses or members, may be *coordinate, principal, subordinate, reciprocal, or independent*. (180.)

Coordinate elements are those which have the same rank or relation to another element. They may be *principal elements*, or equally *subordinate* to some other elements; as,

1. Subjects: "Jane and Mary read."

2. Predicates: "Ann reads and writes."

3. Adjective elements: "Wise and good men."

4. Objective elements: "He saw Mercury and Venus."

5. Adverbial elements: "He acted wisely and prudently."

6. Two words of the same rank; as, "The old gentleman, Mr. Brown, returned." — "They called him John." — "She gave me a new." — "You never walk fast." — "That wise and good man's house was burned:" here, *man's* is subordinate to *house*; and *wise* and *good* are alike subordinate to *man's*.

7. Several members may be coordinate; as, "The weather was fine, and the roads were excellent; but we were unfortunate in our company."

8. These members may be simple, complex, or partial compound; as, "Man is mortal; but God is immortal." — "When I was a child, I thought as a child (thinks); but when I became a man, I put away childish things." — "Mercy and truth preserve the king; and his throne is upheld by mercy."

172. *Principal elements* are those on which other elements depend; as, "A wise man:" — "I know who will go."

Subordinate elements are those which limit a principal element: as, "A wise man:" — "I know who will go."

151. When two elements are coördinate with each other, they form one compound element; as, "George reads and writes."

152. An element may be both complex and compound; as, "George reads the papers and writes

A sentence having but one of its elements compound, is not properly a simple sentence, (27,) nor is it strictly a compound (21) sentence. It may, not improperly, be called a partial compound, since one of its parts is compound. All such sentences may be converted into complete compounds, as will be shown hereafter

~~These sentences are all compound sentences.~~

The accompanying passages
of the same kind have been
carefully examined.

I would, if possible, have the sentences of
this kind corrected and revised, and
beginning with 104 (p. 62) and so on to 100.

119
174. A *compound element* is one that contains similar elements; as, "*Paul and Silas sang.*"—"Jane *reads and writes.*"

A *complex element* is one that contains dissimilar elements; as, "*Lofty cedars bend.*"—"Birds *fly swiftly.*"

1. An element is often both complex and compound; as, "Jane *reads books and writes letters.*"

2. The *basis* of the complex element is the principal element; as, "Two *boys* read."

3. A complex element taken together may form the basis; as, "The old oak-tree;—A new fur-hat;"—"The first two verses."

175.—When a clause is either the subject or the object of the verb in the principal clause, the whole is both simple and complex; as, "That ye are gods, is true"—"It is true, that ye are gods."—"I said, that ye are gods."—"God said, 'Let there be light.'"

NOTE 1.—The first example, '*That ye are gods, is true.*' is a sentence which is both simple and complex. Of the principal clause, '*That ye are gods,*' is the subject (parsed as a noun): *is* is the predicate, limited by the adjective *true*; *is true* is the complex predicate. *That* is a conjunction uniting the clauses, thus: '*It is true, THAT ye are gods.*' Of the subordinate clause, *ye* is the subject, &c.

2. In the last example, the clauses are united by *incorporation*, and the latter clause, (parsed as a noun,) is the object of the verb in the first

179. MATERIALS OF SENTENCES

The *materials* of all sentences are strictly *substantive*, *adjective*, or *adverbial*.

1. A *substantive element* is any word, phrase, or clause, used as a noun; as, "*Is* is a variation of *am.*"—"To learn is important."—"That one should learn is important."

2. An *adjective element* is any word, phrase, or clause, used to limit the noun in any of its relations; as, "*The tall tree.*"—"John's hat."—"Cicero, the orator."—"Time to come is future."—"I saw the fire *burn*, or *burning.*"—"The horse runs, or is running."—"He is a *prudent* man = a man of prudence = a man who is prudent."

3. An *adverbial element* is any word, phrase, or clause, used to modify or limit an adjective, verb, or adverb; as, "The

dog is useful (how?) *for watching.*"—"He resides (where?) *in New-York.*"—"Study (why?) *that you may understand these principles.*"—"You are old enough *to comprehend them.*"

The corresponding passages
of Peacock's Analysis have been already
referred to.

p 81
171. The substantive performs three distinct offices in the structure of sentences. — 1st. It may be used as the *subject*. (33.) — 2d. It may be used as an *attribute*, either predicated or assumed. (16; 60; 104, b; 106.) — 3d. It may be used as the *object*. (117, 119.)

172. The *verb*, considered apart from the attribute, (24, note,) performs the important function of connecting the attribute to the subject. (16, 17.)

173. The *adjective* (including the participle, which is only a species of adjective) is used to denote a property of the substantive, either predicated (36, b.) or assumed. (16, a.)

174. The *adverb* is used to denote some circumstance or property of an action or quality.

(a.) An adverb is used to denote some property of an *attribute*, and is to an attribute what an attribute is to a substantive; as, "He ran *swiftly*" = "His running is *swift*;" "She writes *beautifully*" = "Her writing is *beautiful*."

(b.) Modal adverbs are to be excepted, since they modify the *assertion*, that is, the *copula*, and not the attribute.

175. The *conjunction* performs the important office of connecting the various elements.

NOTE. *Interjections* are not elements.

176. Strictly speaking, all sentences may be said to be composed of three kinds of *materials* namely, *substantives*, *adjectives*, and *adverbs*; the *copula*, and all other merely connective words, forming

8v
no part of the substance of the sentence, but serving only to unite these materials into one structure.

123
181. An *abridged proposition* is one that has its predicate so changed as to destroy the affirmation.

A complex sentence is often reduced to a simple one, by abridging its subordinate clause.

In abridging a clause, the *finite* verb becomes a *participle*, or an *infinitive*, or is dropped; and the connective is usually omitted.

And the remainder of
that section is, I presume,

16
*OF THE RELATION OF CLAUSES.

209. The *relation* of the united clauses is shown by their connective; i. e., the *connective* shows the added clause to be either *coordinate* or *subordinate*.

1. *Coordinate connectives* unite coordinate clauses, to form *compound* sentences.

2. *Subordinate connectives* join on subordinate clauses to form *complex* sentences.

I.

CO-ORDINATE CLAUSES AND CONNECTIVES.

210.—Coordinate clauses, by their connectives, become *copulative*, *adversative*, or *alternative*.

1. Of the simple coordinate connectives, *and* is the principal copulative; *but*, *alternative*: and *or*, *nor*, and *neither*, *adversative*. To give emphasis, a *copulative* is often placed in the first clause. (214.)

2. *And*, *but*, and *or*, sometimes take an *auxiliary* connective, to express some additional shade of meaning; as, "People are good; and *therefore* they are happy."

3. The principal connective is often omitted, leaving the *auxiliary* as the *only* connective; as, "People are good, *therefore* they are happy." If *and* or *but* can properly be supplied, the clauses are still coordinate.

166
CO-ORDINATE CONNECTIVES AND THEIR CORRELATIVES.

211.—1. Copulative; as, *and*, *also*; *both—and*; *as well—as*; *not only—but*, *but also*, *but likewise*.

2. Adversative; as, *but*, *still*, *yet*; *and not*; *indeed—but*; *not—but*; *then—now*; *at first—then*; and the phrases, *on the one hand—on the other*; *at one time—at another*.

Auxiliaries of *and* and *but*; as, *so*, *also*, *likewise*, *too*; *now*, *again*, *farther*, *moreover*, *besides*; *therefore*, *wherefore*, *hence*, *then*, *consequently*; *yet*, *still*, *nevertheless*, *notwithstanding*, *however*, *even*. These auxiliaries are usually adverbs. *So* is probably never used with *but*, nor the last two, with *and*.

The first *five* usually denote a *resemblance*; the next *five*, some *addition*; the next *five*, a *deduction* or *inference*; and the last *six* a *concession*.

3. Alternative; as, *or*, *nor*, *neither*, *else*, *otherwise*; *whether—or*; *either—or*; *neither—nor*; *not—nor*, *neither*.

Auxiliaries of *or*; as, *else*, *otherwise*. *Or* is often omitted.

340. A complex sentence differs from a simple sentence only in the expanded state of some one or more of its elements (270, 271, 272.) Hence,

341. A complex sentence may be reduced to a simple one by abridging its subordinate clause; as, "A man *who is deceitful*, can never be trusted" = "A *deceitful* man can never be trusted."

(a.) The abridged form partakes of the nature of the clause from which it is derived, that is, it is either *substantive, adjective, or adverbial*.

(b.) In abridging a proposition, the change is produced chiefly upon its essential parts, (264.) its subordinate elements being joined to the abridged form without alteration.

342. The general rule for abridging a subordinate clause, is, to remove the connective, and change the predicate to a participle or an infinitive; as, "*When shame is lost*, all virtue is lost" = "Shame *being lost*, all virtue is lost;" "We told him *that he must leave*," = "We told him *to leave*."

2. When complete, it usually has a connective, subject, and predicate (166); but it may be abridged (181); or it may be joined by incorporation (166); as, 1. "As he appeared, they fled."—2. "He appearing, they fled."—3. "He said, 'Let them flee.'"

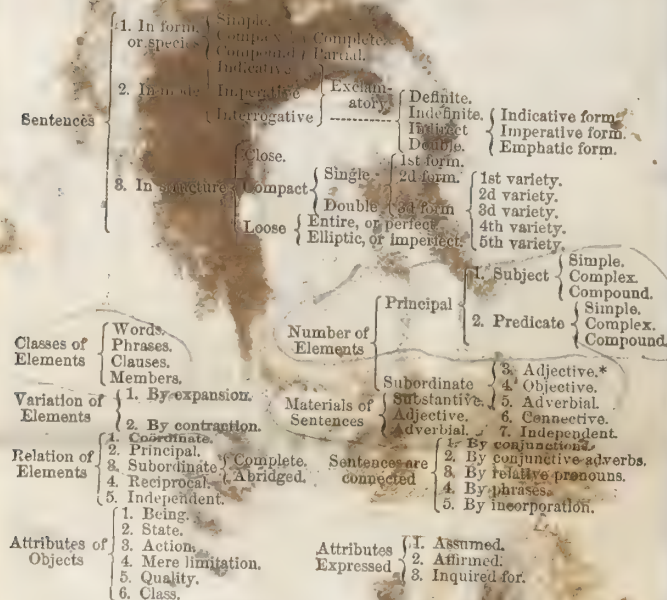
3. A subordinate clause may, like a phrase, be used as a substantive, adjective, or adverbial element. (476.-179.)

1. A substantive clause element is introduced by *that*, *but*, *that not*, *but that*, and the interrogatives, *who?* *whose?* *whom?* *which?* *what?* *why?* *when?* *how?* *where?* *by whom?* *for what?* &c., or by incorporation (166-2.)

NOTE.—When a question is the subordinate clause, the interrogation point is omitted, except in a direct quotation: as, "He inquired *how we should do it*."—"He inquired, 'How shall we do it?'" (217.)

2. An adjective clause element is introduced by the relatives, *who*, *whose*, *whom*, *which*, *what*, *that*, &c. When in apposition, it is introduced like a substantive clause.

ANALYTICAL CHART OF SENTENCES, THEIR PARTS AND ELEMENTS.



* The adjective, objective, adverbial, and independent elements, may, like the subject or predicate, be simple, complex, or compound.

when the words phrase is used, or the words "complex" or "compound" with phrases or clauses or sentences. Now it is used in a general sense.

A Covell.

p. 170. (212-6) An adjective clause element is introduced by the relatives who, whose, whom, which, what, that, or

171. An adverbial clause element is introduced by conjunctions, or conjunctive adverbs, relating to a correlative adverb in the principal clause expressed or understood.

Of time,

Of place

Of cause or reason

deductive or illative

Of condition, motive, or conception.

p. 172. That the earth is round has been proved.

Who he is, is not known.

Will you go,? is the question.

From what place he came is a mystery.

p. 181. Arrangement.

1. French Analysis.

p. 135 Adjective clauses are introduced by relative pronouns which serve to connect them *cc* p. 138. A substantive clause is often used to explain the meaning of a noun *cc*. The substantive clause thus used resembles the noun in apposition.

An adverbial clause is introduced by some conjunction or conjunctive adverb, which relates to some adverb expressed or understood in the principal clause called its correlative.

Time p. 150 (313 a)

Place p. 148 (309 a)

Cause or reason p. 152. (315 a)

Deductive or illative p. 152 (315. b)

Condition p. 154. 5 (321) Purpose or motive p. 156 (324)

Exercise 44 p. 142

That the earth is a sphere is easily proved.

Who was the author of Julius' letters has never been satisfactorily determined. ^{The model}

Will he do it is the question.

How he made his escape is a mystery.

~~p. 189 The whole subject of arrangement was evidently taken from Greene.~~

EQUIVALENTS AND SYNONYMS.

223.—1. *Equivalents* are expressions having the same

or nearly the same import or meaning; as, "Brutus killed Cæsar"—"Cæsar was killed by Brutus."

2. *Synonyms* are words having the same or nearly the same import or meaning; as, *amity* = *friendship*.

NOTE.—Although expressions are often spoken of as equivalents, and words as synonymous, yet the former often have shades of difference in meaning; and the latter are seldom of precisely the same import. Thus: "I ordered *that George should remain*," and "I ordered *George to remain*," are equivalents; but in the former, the direction is given in a general way: in the latter, directly to George. ~~What and when are~~

but it must be evident, that equivalents in signification are by no means equivalents in grammatical construction; and that the grammatical construction of one form is not accounted for by explaining that of another. ~~It is not always the most feasible.~~

By the aid of equivalents or synonyms, or both, sentences may be so transposed or formed as to give them great rhetorical strength and beauty. Perhaps there is no exercise, in connection with composition, which is better calculated to furnish the pupil with variety of expression, copiousness of diction, and a knowledge of the flexibility and power of language, than that of reconstructing sentences, with a view to improve, if possible, their form and arrangement.

+ Greene Analysis

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 841. 842. 843. 844. 845. 846. 847. 848. 849. 850. 851. 852. 853. 854. 855. 856. 857. 858. 859. 860. 861. 862. 863. 864. 865. 866. 867. 868. 869. 870. 871. 872. 873. 874. 875. 876. 877. 878. 879. 880. 881. 882. 883. 884. 885. 886. 887. 888. 889. 890. 891. 892. 893. 894. 895. 896. 897. 898. 899. 900. 901. 902. 903. 904. 905. 906. 907. 908. 909. 910. 911. 912. 913. 914. 915. 916. 917. 918. 919. 920. 921. 922. 923. 924. 925. 926. 927. 928. 929. 930. 931. 932. 933. 934. 935. 936. 937. 938. 939. 940. 941. 942. 943. 944. 945. 946. 947. 948. 949. 950. 951. 952. 953. 954. 955. 956. 957. 958. 959. 960. 961. 962. 963. 964. 965. 966. 967. 968. 969. 970. 971. 972. 973. 974. 975. 976. 977. 978. 979. 980. 981. 982. 983. 984. 985. 986. 987. 988. 989. 990. 991. 992. 993. 994. 995. 996. 997. 998. 999. 1000.

- 1 { 437. Two different *expressions*, meaning the same thing, or nearly the same, are called *equivalents*; as, "Xerxes ordered that Mardonius should remain in Greece = Mardonius to remain in Greece."
- 3 { (a.) Equivalent expressions often have shades of difference in meaning. In the above example, the first *Italicized* form implies that the command was given in a general way; the second, that it was given personally to Mardonius.
- 5 { (b.) Equivalents in signification are by no means equivalents in grammatical construction; nor is the grammatical construction of one form accounted for by explaining that of its equivalent.
- 2 { 438. Two different *words*, meaning the same thing, or nearly the same, are called *synonymes*; as, *relinquish* = *abandon*.
- 4 { (a.) There are, in most cases, shades of difference between words considered as synonymous.
439. By means of equivalents, synonymes, or both, any sentence may be materially changed in form, with little or no change in meaning.

Anal. p 202 note. After the learner &c —
 Perhaps no exercise in connection with composition will prove more beneficial than that of rewriting sentences, for the purpose of altering & improving, if possible, their form & arrangement — — — It is a sure way of giving the pupil variety of expression, copiousness of diction, & a knowledge of the flexibility & power of language.



Simple complex or compound sentences by exhausting or abridging an element, may be much extended or constructed, with little or no change in meaning.

P 170 (212)

A substantive clause is used as a constituent part of the ^a sentence. It makes the sentence complex, as "I know that he will go". Its essential parts are a connective, subject & predicate.

p 170. 212-2 The connective forms a part of the subordinate clause, as a preposition forms a part of a phrase.

p. 170 (212) 3. The subordinate clause may be considered as the expansion of a word or phrase element.

p. 170. (212-5) A substantive clause element is introduced by that, that not, but that, & the interrogatives, who? whose? or

p 170 note When the interrogative is the subordinate clause the interrogation point is omitted, except in a direct quotation.

B Greene pp. 200, 201 Analysis.

In simple sentences we may obtain equivalent forms - by denying the opposite, - by using the passive for the active voice, - by expanding or abridging an element, - by using the expletive "it".

(442) A complex sentence may be changed to an equivalent simple sentence or (443) to an equivalent complex (444) to a compound. (445) A compound sentence may be changed to a complex (446) to an equivalent compound.

P 129 (273) The substantive clause, like the substantive may become the subject, attribute, or object, of a sentence.

P 127 (261) An element of the third class is therefore a subordinate proposition (the substantive clause is one of them) used as the constituent part of a sentence.

P 128 (264) The parts which are essential to a subordinate clause are, a connective or subject & a predicate.

P 128 (265-a) The connective is as much a part of the subordinate clause as the preposition is a part of a phrase.

P 129 (275, 276) Those which contain a statement are introduced by that, that not, & sometimes, but or but that. Clauses which contain an inquiry are introduced by the several interrogatives (258. a) This reference gives the interrogatives.

p. 256. When an interrogative sentence is used as a subordinate clause, (1) The interrogation point is employed, when the clause is quoted directly, (2) is not employed when the clause is not quoted directly. (~~A distinction not made in other books~~)

Greene in Greene's Office

Greene's Office

Oct. 15^d 1854.
C. C. U. S. Mays. Dir.
in the Clerk's Office.
Mays.

CPA.



Schedules

Circuit Court of the United States
for the District of Massachusetts

Samuel S. Greene }
v
William Bishop }

State of Pennsylvania
County of Allegheny

City of Pittsburg, } John Perkins, of the
city of New York, being duly sworn, deposes & says,
that the above entitled case is a civil
cause, depending in the District of Massachu-
-setts in the Court above entitled; that deponent
is the agent of the defendant; that the testimony
of June A. Cornell is necessary in said cause on
the part of the defendant; that said June A.
Cornell lives in ~~Pittsburg~~ ^{Allegheny} in the state of
Pennsylvania at a greater distance than one
hundred miles from Boston, in the state of Mass-
-achusetts, the place of trial in said cause; that
the plaintiff in said cause resides at Providence
Rhode Island

and the plaintiff's attorney Samuel Shaw
resides at Boston aforesaid, and neither said
plaintiff nor his said attorney is or lives within
one hundred miles of ^{in Pennsylvania} Pittsburg aforesaid; and
for that deponent says so.

Subscribed & sworn to before
me this 23 day of July
A.D. 1855.

John Perkins

Benjamin Miller
M. Commissioner

Supreme Court of the United States in the
District of Massachusetts —

Samuel S. Greene }

⁴
William Bishop }

Let the witness
Wm. Lane A. Corrie

sworn in the within affidavit be examined
"de bene esse" before me according to
my office in 101-1, 4th Street Pittsburg on
this Monday the 23 day of July A.D. 1855
at two o'clock P.M.

Wm. Lane A. Corrie

W. Commissioner

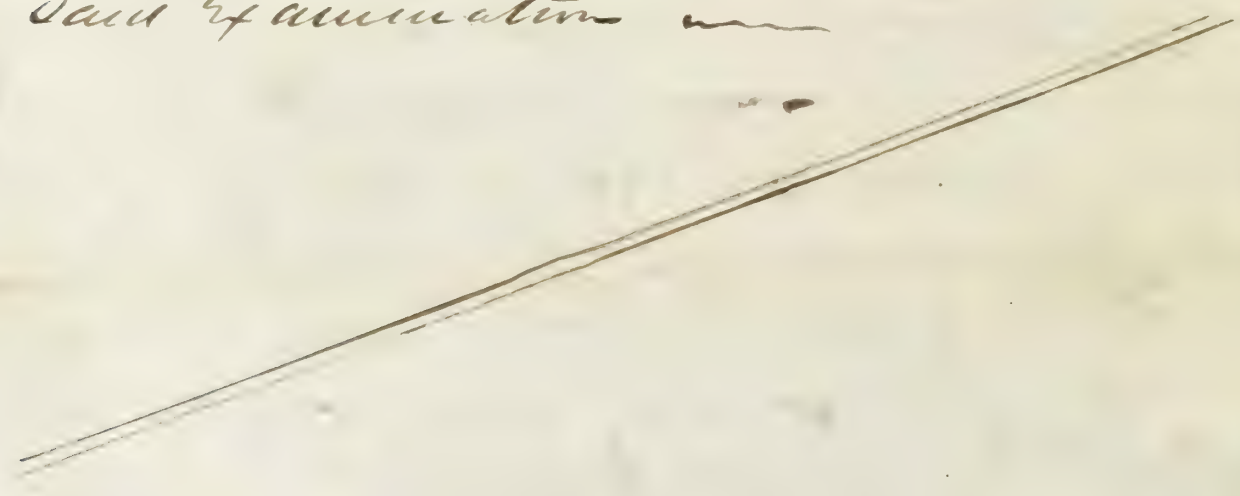
C. J. Green

Be it remembered that on the 23 day of May
 1835 at Pittsburgh in the State of
 Pennsylvania personally appeared before
 me, Thomas Wright a Commissioner ap-
 pointed under the Laws of the United States
 to take affidavits and ~~Deeds~~, acknowledg-
 ments of Deeds, John Perkins of the City
 of New York, and made oath that he the
 said John Perkins is the agent of William
 Bishop, and that the said William Bishop
 was the Defendant in a civil suit then
 depending in the Circuit Court of the United
 States for the District of Massachusetts
 wherein Samuel S. Greene is Plaintiff
 - That the testimony of Lane A. Green
 of the City of Allegheny was material
 and necessary for the said Defendant
 in the trial of such suit, and that as
 the said Lane A. Green lived in Allegheny
 City, more than one hundred miles from Boston
 where the Court at which he the said John
 Perkins expected the said cause would be
 tried, was appointed by law to be heard, and
 that Samuel S. Greene the above named
 Plaintiff resided at Providence Rhode Island
 and that Lemuel Shaw the Plaintiff

attorney resident at Boston aforesaid, and that
within the said Hamtiff in his said attorney
is, or was, within one hundred miles of Pittsburgh
Pennsylvania aforesaid, - and the said John
Purkin reported me that the said June 11,
1855 might be examined according to the
directions of the act of Congress in such case
made and provided, ~~~~~

Whereupon I ordered that the said
June 11, 1855 should be examined
"de bene esse" before me at my office No
101-4th Street in the said City of Pittsburgh
on this Monday the 23^d day of July AD
1855, at two o'clock PM ~~~~~

And the said John Purkin appearing
before me at my office No 101-4th Street
Pittsburgh aforesaid on this Monday the 23^d
day of July AD 1855, at two o'clock PM
I have there for perused with the
said examination ~~~~~



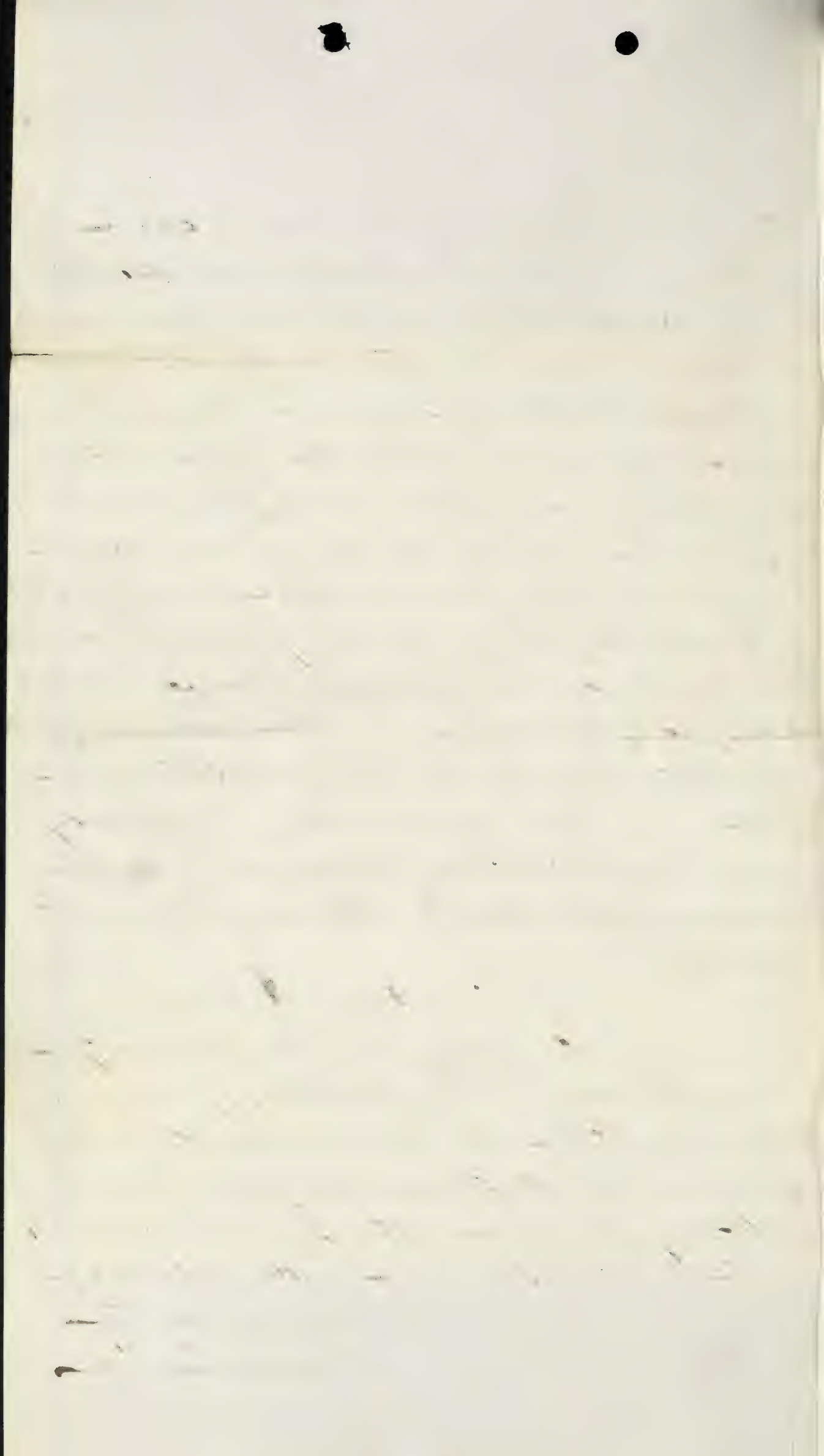
Jane A. Covell
By her authority
M. Commissioner

the nomenclature of Greene, as ~~there~~^{it} is
in his analysis and first description ~~of~~^{it} not
original with him - The same were
known and used by other authors preceding
to the publication of Greene's works, - The
same were used by Mr Covell to the best of
my knowledge, in his lecturing and teach-
ing previous to the publication of Greene's works -
I have none of the original manuscript
of Covell's report, - In May and 1848 when
Mr Covell and myself first came to Alle-
gheny City to revise the manuscript of
his report was completed except the pre-
face, and the part relating to procedure -
No material changes were made in the
manuscript after that time, previous to
printing

Wm A Covell

and I do further certify that the preceding
description was caused to writing by me, and
signed by the said Lane A, Covell in my
presence, and that I am not of counsel or
attorney for either of the parties to the said
suit, nor am I interested in the result thereof

Wm A Covell
at, Commissioner



23

And the suit May June 12, & will bring
carefully examined, and examined and
shown, to testify the whole truth, and nothing
but the truth said to,

John I reside in Allegheny City
in the State of Pennsylvania, - I am the
widow of the late Herman J. Currell -
We were married in Portia in the State
of Michigan in the year 1843, - Mr
Currell died in Allegheny City on the 23^d
day of February 1853; That was the
place of his residence at the time of his death
- He had resided there since May 1843
- He was a teacher by profession and
occupation - English Grammar was
his special study - His principal
manner of teaching grammar was
by lectures, and the use of the black board,
- I was acquainted with Mr Currell before
our marriage about five years - during
my acquaintance with him, both before
and after marriage, he was engaged nearly
all his time in teaching, and lecturing -
He had been engaged in teaching & lecturing
in the States of Ohio, Michigan, Indiana
Pennsylvania and New York. I have

Now a list of some of the books on the subject
of Grammar, of the earlier publications,
which are now in my possession, that
were owned by Mr Correll at the time of his
death, (the said list referred to by the
witness whose testimony is attached marked "June 25
Correll," and also with the name of the
Commissioner Herman Wright) Mr Correll
owned a large number of English grammars
and other works on Language, besides those
in the list referred to, — When I first be-
came acquainted with Mr Correll he was
writing the manuscript of his Digest —
I am a school teacher by occupation
— I teach in Allegheny City — I have
taught there for seven years past — I am
familiar with the subject of English
grammar, — I assisted Mr Correll
in preparing the manuscript of his
Digest, — I copied for him, and corrected
in the winter — a great many books were
consulted in preparing the manuscript
— Nothing in Correll's Digest was derived
or taken by the Author from Green's Analy-
sis, or from Green's First Lessons — The
analysis of sentences or their divisions, or

Gene in Eng. in Bishop

Depot Jane A. Burrell
Returned July 26. d. 1855
Open & filed Aug. 23. 1855

General Court of the Hancock Co. for the
electors of Messrs. & others

Summit 5, Green {
4 {
William Bishop }

State of Pennsylvania
City of Pittsburgh - N.

Mr Perkins of the
City of New York being duly sworn according
to law says that he is the agent of William
Bishop, who is the Defendant in the above
entitled cause, that he is advised by counsel
and truly believes that the testimony of James
Thompson a present of the City of Pittsburgh
is material and necessary for the said
Defendant in the trial of such cause, that
the said James Thompson lives at Pittsburgh
in the State of Pennsylvania more than one
hundred miles from Boston where the Court
at which this Depment appears the said cause
will be tried is appointed by him to be held
and this Depment further says that he is
informed and believes Samuel S. Greene the
above named Plaintiff resides at Providence
Rhode Island, more than one hundred miles

from Pittsburg, & afterwards the place where the ex-
amination of the said witness is expected to be
taken, - and that as he is now informed and
believes, I must show the attorney of the said
Samuel S. Greene resides at Boston afterwards
about 24 hundred miles from Pittsburg as
aforesaid,

Shown and substantiated before
me this 23^d day of July AD 1853 } / s/ The Notary
Herman Brütgen
Not. Commisarius

District Court of the United States for the
District of Massachusetts -
Samuel S. Greene {

William Bishop { Let the witness
James Thompson
named in the within

affidavit be examined "de bene esse" before me
personally at my office No 101 - 4th Street
Pittsburg on this Sunday the 23^d day of July
AD 1853 at 11, O'clock AM, Herman Brütgen
Not. Commisarius

Be it remembered that on the twenty
third day of July A.D. 1855, at Pittsburg in
the State of Pennsylvania, and in the
Western District of said State, personally
appeared before me, J. B. Brown an officer
a com missioner appointed under the
laws of the United States to take affi-
davits, and acknowledge of Bail,
John Perkins and made oath, that
he is the agent of William Bishop, and
that the said William Bishop is the
Defendant in a ^{civil} suit then depending
in the Circuit Court of the United States
for the District of Massachusetts, where-
in Samuel S. Greene is Plaintiff
that the testimony of James Thompson
was material and necessary for the
Defendant in the ~~prosecution~~ ^{trial} of such
suit, and that he, the said James
Thompson lives in the City of Pittsburg
aforesaid, more than one hundred miles
from Boston in the State of Massachusetts
~~where~~ the place of trial in said cause
- That Samuel S. Greene the above named
Plaintiff resides at, Providence Rhode Island

more than nine hundred miles from Pitts-
burgh aforesaid, - and that Samuel
Thompson his attorney resides at Boston in
the state of Massachusetts, about six
hundred miles from Pittsburgh aforesaid -
And the said John Perkins requested
me that the said James Thompson might
be examined according to the direction
of the Act of Congress in such case made
and provided,

Whereupon I ordered
that the said James Thompson should
be examined "de bene esse" before me
at my office No 101 & 4th Street in the said
city of Pittsburgh on Monday the 23^d day
of July A.D. 1835, at eleven o'clock Am, -
And the said John Perkins appearing
before me at my office No 101 & 4th Street in the
said city of Pittsburgh on this Monday the
23^d day of July A.D. 1835, at eleven o'clock
Am, I have there proceeded with the said
examination

That the said James Thompson being
lawfully examined and examined
and duly sworn, to testify the whole truth

and nothing but the truth said,

I reside
in the city of Pittsburgh & Pennsylvania, and
have resided in said city about nine
years past, - I am forty one years of age
- I am a teacher by profession, I have
been engaged as a professor in the Western
University in this City, and as a teacher in
other schools in this City, and elsewhere,
for the past twelve years - I profess
to be generally acquainted with the subject
of Grammar - I am familiar with En-
glish Grammar, as taught in school books
- I have read a great many works on the
subject, - nearly every thing I could get hold
of, that I considered of any value, - I am
acquainted and familiar with Samuel
S. Green's analysis, and his first
Lesson in Grammar, and have used
these works in my teaching - The analysis
or classification, and division of sentences
as given in Green's analysis, and Green's
first lesson, is substantially the same
as given by other authors, in Grammar
books, published previous to the publication of
Green's books, - The same is common

terminology — The nomenclature used
by Greene in his analysis, and first lessons
is substantially the same as that used
by other authors in books published previous
to the publication of Greene's books, — The
same is common learning, — I knew
the late Lyman T. Correll, author of
"A Digest of English Grammar" — I
knew him from the time he came here
till the time of his death, — He was
considered an excellent teacher generally,
and particularly, of English Grammar
— He was in the habit of using the Black
Board for illustration, and teaching
orally, — I am familiar with his digest
— I have heard him lecture previous to the
publication of his digest — So far as I
recollect he employed in his lectures
the same nomenclature as is used in
his digest, — The plan and arrange-
ments of his lectures were substantially
the same as the plan and arrangement
employed in his digest — I have com-
pared Greene's analysis and Greene's first
lessons with Correll's Digest, — I think
Correll has taken nothing from Greene's —

64
analysis or first lessons that he could
not have obtained from other sources, —

There is no more likeness or resemblance
in Correll's slight to Greene's analysis, or
Greene's first lessons, than there would be
between the writings of any two authors of
equal standing in the same subject —

I have seen a late book in Grammar
by Samuel S. Greene entitled "The
Elements of English Grammar", the copy-
right of which purports to have been entered
in 1853, — The plan and arrange-
ment of this book is more like the plan and
arrangement of Correll's slight than
Correll's slight is like Greene's previous book.

Sam. Thompson.

And I do further certify that the preceding deposition
was done to writing by me, and signed by the
said Samuel Thompson in my presence, and
that I am not of counsel or attorney for
either of the parties to the said suit, nor
am I interested in the result thereof.

Attest on oath
W. Commiskey

Specimen in Eq. in British

25

16. No. of Jan. 1855
The time of day, 26. 1855
C. 1855 & 1856

United States of America.

THE Circuit Court of the United States, within and for
the Massachusetts District.

Massachusetts }
District, ss. }

TO

Supr S. Putnam
of Providence in the District of Rhode-
Island & Empire.

KNOW YE, That reposing confidence in your wisdom, prudence,
and fidelity, we have appointed, and by these presents do authorize and
empower you to take the answers [to the interrogatories hereunto annexed] of

*Wm P. Colburn, Daniel Leach, Albert A
Gamwell, James S. Stone, Heringhis Glover
and John Knapbury, all of Providence in the
State of Rhode Island*

Witnesses to be examined on behalf of the *Complainant*
and to be used in a certain cause now pending in said Court, wherein

Samuel S. Greene is *Complainant* Plaintiff,
in *Equity*
versus

William Bishop Defendant,

And to this end, at certain days to be by you appointed for that
purpose, to cause said witnesses, as aforesaid, to be brought before you, and
each witness, while present before you, to examine carefully on oath touch-
ing the premises. And when you shall have taken the examination as
aforesaid, to reduce or cause the same to be reduced to writing, and to be
subscribed by each of said witnesses in your presence. And the same, so
taken and subscribed, to return, together with this COMMISSION and your
doings herein enclosed, sealed and directed to the Circuit Court aforesaid,
holden at Boston, as soon as the same may be executed.

In Testimony Whereof, we have caused the seal of the said
Circuit Court to be hereunto affixed.

Witness, the Honorable *Roger B. Tansy* at Boston,
this *Eighteenth* day of *April* in the year of our Lord
one thousand eight hundred and *Eighty five*

S. M. Fuller CLERK.

N. B.—You shall not, except by consent of the parties in writing, permit either party to attend at the taking of the depositions, either himself, or by any attorney or agent, nor to communicate by interrogatories or suggestions with the deponent, which giving *deposition* in answer to the interrogatories annexed to this commission. And you shall take such deposition in a place separate and apart from all other persons, and permit no person to be present during such examination, except the deponent and yourself, and such disinterested person (if any) as you may think fit to appoint as a clerk, to assist you in reducing the depositions to writing. And you shall put the several interrogatories and cross-interrogatories to the deponent, in their order, and take the answer of the deponent to each, fully and clearly. *Depositions* to be taken on paper of like size with this commission.

District of Rhode Island. April 27. 1855

John Carmally appeared before me, the within
named Joseph S. Pitman & made solemn oaths that
he would faithfully & impartially perform the duties
assigned him in his within commission according
to the best of his abilities and understanding.

Wm. Pitman

Clerk of Circuit Court
for R. I. District

Rhode Island District.

Having been duly sworn to the within commission
I proceeded to take the testimony of the witnesses herein
named and the testimony given by them was taken
as appears by the schedules hereto annexed. Said
deponents having been first severally sworn to
testify the truth to the whole truth & nothing but the
truth gave their several depositions hereto returned
which were by me reduced to writing in their
presence & by them signed in my presence.

Done and in the case in equity within named.

The instructions contained within were complied
with by me. The Book A. B. C. & D. hereto returned were amended
by me to the depositions. Witness my hand this twenty day
of May A. D. 1855

Joseph S. Pitman
Commissioner

Commissioners.

| | |
|---|----------------|
| 22 of Oct. 20th ca. | 44.00 |
| Sevendays @ \$3.00 ca | 21.00 |
| Adm. & costs 100th en | 60 |
| Four Exhibits to Book amended & 1/2 ca. | 60 |
| fd for survey to Comm. | 25 |
| | <u>\$66.45</u> |

Circuit Court of the United States

District of Massachusetts.

Samuel S. Greene, in equity, }
vs
William Bishop }

Interrogatories to be propounded
to Dana P. Colburn, of Providence in the
State of Rhode Island and Daniel Leach
of said Providence, on behalf of the Com-
plainant in the above entitled action.

1st Please state your age and occupation.

2nd Please state whether or not you
have read and examined, and are you famil-
iar with, most or many of the useful and
valuable works on English grammar and
language; and whether you have been in
the habit of studying and teaching works
on these subjects; and if so, for how long a
time?

3rd Are you familiar with the Com-
plainant's works on the analysis and struc-

The defendant objects to the 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 15th & 16th the
revel interrogatories in immaterial, irrelevant, and unnecessary.
J.R. Lockhart - Depts. Filice.

ture of the English Language: if so, how long since, and in what manner, did you acquire such familiarity?

4th Do you, or do you not, consider these works of Mr Greene: the Complainant's, to contain novel and original matter? If you do, please state how many, and what particular points you so consider to be original with him - and explain the same fully.

5th If, in answer to the last interrogatory you state any points you deem original, do you think that you would or would not have known the facts, if these points had been previously published?

6th How nearly do Mr: Greene's books, resemble that of Mr: Lacy, when treating of these particular points, if any?

7th When did you first see Mr: Greene's works or either of them, and did you or not then form an opinion as to the novelty and originality of the same or of any of the points thereof? and if so, what was that opinion? State also whether

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you have made subsequent examinations and studies thereof, and whether your opinion was changed.

8th - Have you seen and examined
Lowell's Digest of English Grammar?

9th - Please state whether Lowell's Grammar contained the particular points or any of them, which you have stated to be original with Mr. Greene, if you have stated any such -

10th - Do you or not think that Mr. Lowell could have arrived at these results and could have set forth these points if any, without having previously seen Mr. Greene's books?

11th - What particular portions of Mr. Lowell's book if any, do you, as a teacher of grammar and language, consider to give it its value, and would be likely to lead to its adoption in schools in preference to the grammar formerly in common use?

12th - In what points, if any, does the

second edition of Mr. Lovell's book differ from the first edition?

13th Does or does not the second edition of "Lovell's Grammar" bear as much resemblance to "Greene's Analysis" as the first edition does?

14th What, if any, is the difference between the two editions of Lovell's Grammar? and if any there be, is it a difference in substance and meaning or in phraseology? Do the alterations, if any there be, in your opinion render "Lovell's" second edition a more valuable school book than his first edition, or do they render it less valuable?

15th Is the similarity between Greene's and Lovell's books, if any there be, obvious at first on a hasty perusal of the two, or does it require a careful examination to detect it? Were your first impressions of a similarity, or of a want of similarity, if any, strengthened or weakened, by a subsequent more careful examination and comparison?

16th Please try the experiment of ana-

analyzing a sentence by Mr. Greene's method of
 analysis as set forth in his book. Please ana-
 lyze the same sentence by the method set
 forth in Mr. Howell's book. Please set forth
 at length the sentence so analyzed with
 references to the pages of both books to show
 the rules, and names &c. you use in doing this.
 Are, or are not, the results similar? are the
 technical words used in both books the same,
 or similar, or dissimilar? Would the result
 be the same or similar or dissimilar if this sen-
 tence were analyzed by the method set forth
 in any other book with which you are ac-
 quainted? Are or are not the same techni-
 cal words used with the same meaning in
 any other book with which you are acquainted?
 Would you or not be likely to have known it,
 if these results or technical words were to
 be found in any other book?

Charles Shaw
 Complaints Solicitor.

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United States of America.
District Court of the United States
District of Massachusetts

Samuel S. Greene in Eq: vs William Bishop.

Before Interrogatories on the part
of the Defendant to Dana P. Colburn, Daniel
Leach, Albert A. Gamwell, James S. Stone, Meri-
dian Glover and John Kingsbury all of Providence
in the State of Rhode Island.

1st How long have you known, and
what have been your relations with Saml. S.
Greene, the Complainant in this action - whether
intimate or otherwise? Please state fully?

2nd Whether or not you have been
associated with him as a teacher? If yes when,
and for how long a time?

3rd Whether or not you had any know-
ledge of the Complainant's work or grammar prior to
its publication?

4th When and for what purpose you
first saw and examined the Complainant's work or

grammar? Was it or not at the Complainant's request?

5th.

When and for what purpose did you first examine Lovell's Digest of English Grammar? Whether or not it was at the Complainant's request? Have you read the Digest entirely through? And if yes, when did you first read it through?

6th.

Whether or not you have ever been consulted by Mr. Greene with reference to this Suit, or have been asked by him to examine Lovell's Digest of English Grammar, or to compare ^{that} with Greene's book? If yes, state fully the time and circumstances -

7th.

Please name the principal valuable and useful works on English Grammar which you have examined and are familiar with. Also state which of them you have read through and when you first did so.

8th.

If you answer yes to the fourth direct interrogatory, print out the pages, the paragraphs, and exact passages, in the Complainant's book, containing these original and novel points - and specify the precise novel or original points.

9th.

Have you, or have you not, known

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teachers of grammar, prior to the publication of the Complainant's book, give instructions in analysing sentences, and employ various methods of analysis for this purpose?

10th. Did you or did you not, prior to the publication of Mr. Greene's book, at any time employ a method of analysis in teaching grammar?

11th. Were or were not various methods of analysis or of instruction in analysing sentences in common use, among the teachers of English Grammar, prior to the publication of Mr. Greene's book?

12th. Do or do not all methods of analysis resemble each other?

13th. Have you or have you not known some teachers of grammar to employ in their instructions a method of analysis very closely resembling Greene's?

14th. If you answer in the affirmative the last five interrogatories, or any of them, please state from what sources or authorities these methods of analysis are obtained.

15th.

Have you studied the general subject of the elements and structure of language in other books than those on English Grammar? if yes, to what extent and in what works and from what authors?

16th.

Did you or did you not first learn from Greene's book or books the analysis and elements of sentences into members, and the nature of their construction, or any such matter? if so, state what portions of such knowledge was new to you on the reading of Greene's books.

17th.

How many different works on English Grammar have you examined? And what are the names of them all?

18th.

Did you ever previous to seeing Greene's books or either of them, receive oral instruction or lectures on the nature of language, and the elements and principles of general grammar? If yes, when, where and from whom?

19th.

If you answer the 9th. 10th. or 11th. direct interrogatory, then please state specifically in answer hereto each and every portion of Co. well which you deem quoted from Greene, and

each and every idea, principle, term and arrangement in Comell you deem derived from Greene.

20th. Do you or do you not think Comell's book a more desirable one than Greene's for the purpose of instruction in schools? And which of them would be preferred for that purpose, if there were no copyright in question, nor any difference in the prices, by judicious teachers of schools who were not at all influenced by prejudice or partiality in respect of the Compiler or publishers, nor committed to a preference between them?

21st. Have you ever given any written recommendation of Greene's book? If yes, when and for whose benefit?

22nd. How do you esteem Greene's division of quotations into direct and indirect? Is it original? Is what he calls an indirect quotation, a quotation - or is it not?

23^d. I specify what parts of Greene's terminology or his nomenclature is original with him.

24th. Whether or not you are a

teacher or in one of the public schools in Rhode Island? If yes, how long have you been so?

25th.

Whether or not Mr. Greene is the Superintendent of the Public Schools in that State? If yes when did he become so?

26th.

Whether or not you were appointed by Mr. Greene, and whether or not he has any influence or control with regard to your appointment, removal or continuance as such teacher?

F. A. Luchins.
Deft's Solicitor.

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From 1 Bishop

Contribution to the
Feetmen

United States of America.

THE Circuit Court of the United States, within and for
the Massachusetts District.

Massachusetts }
District, ss. }

TO Any Commissioner of the Circuit Court
of the United States for the District of Pennsylvania,
at Philadelphia, in said District

KNOW YE, That reposing confidence in your wisdom, prudence,
and fidelity, we have appointed, and by these presents do authorize and
empower you to take the answers [to the interrogatories hereunto annexed] of
Houlings Cooperthwaite of the City and County of Phil-
adelphia & State of Pennsylvania, publisher - and of
David M. Warren of said Philadelphia.

Witnesses to be examined on behalf of the Complainant
and to be used in a certain cause now pending in said Court, wherein
Samuel S. Greene - is _____ Plaintiff,
in Equity _____
versus

John Bishop _____ Defendant,

And to this end, at certain days to be by you appointed for that
purpose, to cause said witnesses, as aforesaid, to be brought before you, and
each witness, while present before you, to examine carefully on oath touch-
ing the premises. And when you shall have taken the examination as
aforesaid, to reduce or cause the same to be reduced to writing, and to be
subscribed by each of said witnesses in your presence. And the same, so
taken and subscribed, to return, together with this COMMISSION and your
doings herein enclosed, sealed and directed to the Circuit Court aforesaid,
holden at Boston, as soon as the same may be executed.

In Testimony Whereof, we have caused the seal of the said
Circuit Court to be hereunto affixed.

Witness, the Honorable Roger B. Taney - at Boston,
this thirtieth day of July - in the year of our Lord
one thousand eight hundred and fifty five

[Signature]

CLERK.

N. B.—You shall not, except by consent of the parties in writing, permit either party to attend at the taking of the deposition, either himself, or by any attorney or agent, nor to communicate by interrogatories or by any other means, with the deponent, whilst giving his deposition, in answer to the interrogatories annexed to this commission. And you shall take such deposition in a place private and apart from all other persons, and you shall put the several interrogatories and cross-interrogatories to the deponent, and your self, and such disinterested person (if any) as you may think fit to appoint as a clerk, to assist you in reducing the deposition to writing, person to be present during such examination, except the deponent, and your self, and shall take the answer of the deponent, to each, fully and clearly. All Depositions to be taken on paper of like size with this com-

To the Honorable the Judges of the Circuit
Court of the United States within and for the
Massachusetts District

The Return of this Commission
appears by certain Schedules hereto annexed.
Thus answered

Aug 27 1855.

Wm. H. Maguire
Attorney

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Circuit Court of the United States.
District of Massachusetts. May Term 1855.

Samuel S. Greene in Eq.

^{vs.}
W^m Bishop.

Interrogatories to be propounded to
Hurlings Cooperthwait of the City and County
of Philadelphia and State of Pennsylvania,
Publisher, on behalf of the Complainant in the
above entitled action ~

1st Please state your age and Occupation

2nd Do you know Samuel S. Greene, the
Complainant? if so, please state
whether or not he is a Citizen of the United
States, and the author and proprietor of "Greene's
Analysis" and of Greene's First Lessons.

3rd Please state whether or not the Com-
plainant has expended large sums
of Money in preparing and printing editions of
the said books, and whether or not he has had
and still has a sufficient number of copies on hand
for sale to the public at a reasonable price?

4th

When was "Greene's Analysis" first published, and when was "Greene's First Lessons" first Published?

5th

Please state whether or not the Complainant has caused to be inserted in the several copies of each and every edition published hitherto, of both of his said books, on the title page or on the page immediately following, the following words - "Entered according to act of Congress in the Year _____, by Samuel S. Greene in the Clerk's office of the District Court of the District of Massachusetts. -"

6th

Please state whether or not within three months from the publication of said books a copy of each of them was delivered to the Clerk of the District of Massachusetts, and whether a copy of each of them was delivered to the Librarian of the Smithsonian Institution and also whether a copy of each of them was delivered to the Librarian of Congress Library.

Clarke & Shaw
Solicitors for Complaint.

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Circuit Court of the United States.
District of Massachusetts, ss.

Samuel S. Greene in Eq.

vs.

William Bishop.

Cross Interrogatories on behalf of the Defendant in the above entitled action to Hulings Cowperthwaite a witness for the Complainant.

1. st

If in answer to the fourth direct interrogatory you state when the books, or either of them were first published: then declare the day Month and Year of such publication, the particular place where it was made, the number of Copies then and there published, the persons by whom the publication was actually made, and how and by what means you know the facts stated by you in that behalf.

2nd

If you answer the sixth direct interrogatory in the affirmative; then declare the day, month and Year of each delivery stated by you; and also declare whether you have personal knowledge of the facts stated by you in answer to said sixth interrogatory.

and if you have such knowledge, then declare when,
where and how you gained the same.

J. H. Lothrop
Solicitor for Defendant.

Circuit Court of the United States.
District of Massachusetts.

Samuel A. Greene in Eq.

vs

W^m Bishop

The defendant objects to the second direct
interrogatory to Go forthwait to the words "and the author
and proprietor of Green's Analysis" to the end of
the interrogatory - as asking for an opinion or
conclusion of the witness as to the authorship of the
books and the ownership of them, and as offering inferior
and secondary evidence. To the third direct
interrogatory as immaterial; and to the sixth as
calling for inferior and secondary evidence.

J. H. Lothrop's Solicitor
for Defendant.

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Circuit Court of the United States.
District of Massachusetts May Term 1855.

Samuel S. Greene in Eq.

vs.

William Bishop.

In testimony to be propounded to David M. Warren of the City and County of Philadelphia in the State Pennsylvania, on behalf of the complainant in the above entitled action.

1st

Please state your name and what is and what has been your occupation.

2nd

Please state whether, and if so, when, you visited Pittsburg Penn. and whether you then saw W. L. F. Covell, the author of "Covell's Digest" and whether you had any conversations or interviews with him in relation to "Greene's Analysis" if so, state fully the substance of those conversations and interviews with Mr. Covell - and whether he expressed himself pleased with Mr. Greene's book, and whether he considered it new or original; and whether he recommended the book to others at any public meeting or otherwise.

to your knowledge - Did you or not present to Mr. Covell a copy of "Greene's Analysis"; and did he or not tell you that he had read it - Please state what particular features of Mr. Greene's book Mr. Covell seemed to be particularly pleased with, if any; and if you have any letters or other documents written or signed by Mr. Covell in which he expresses an opinion on Mr. Greene's book please annex the same, or copies thereof, to your answer.)

3rd Had Mr. Covell, previously to your interview if any, with him, written and published any work on Grammar or Language? If so, have you seen that work and does it contain any instruction or treatise on the Analysis or formation of sentences?

4th Has Mr. Covell since your interview, if any, with him written and published any work on Grammar or Language? if so, have you seen that work and does it contain any instruction or treatise on the Analysis or formation of sentences.

5th Please state whether or not Mr. Covell was a School master and if so, whether, to your knowledge, he ever taught in his school, Mr. Greene's

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system of analysis of sentences.

Clarke & Shaw

Solicitors for Complainants.

Circuit Court of the United States,
District of Massachusetts ss.

Samuel S. Greene in Eq.

vs.

William Bishop

Cross Interrogatories on the part of the
Defendant to David M. Warren, a Witness
on behalf of the Complainant in the above
entitled suit.

de bene 1st

If in answer to the second direct
interrogatory you state that Mr. Covell
said any thing, or give any thing said by him; then
state and rehearse fully the conversation of which
the same formed a part, and the particular time and
place at which the conversation took place; and the
names of all persons then present or in hearing.

2nd
a.

If in answer to the third direct interrogatory you state any thing concerning the work or grammar therein mentioned; then declare what personal knowledge you have of the authorship and publication of such work: and also state when & where it was published?

3rd
a.

If in answer to the fifth direct interrogatory you state that Mr. Lovell taught in his School Greene's system of analysis of sentences; then state whether you have personal knowledge of that fact, and when and where and how you gained such knowledge; and also, state how, and by what books, charts, exemplars, or other means or helps he taught the same, and whether he taught the same by aid of Clapp books or recitations, or by oral lectures and instructions, and if it was by books, charts or writings of any kind then annex a copy of the same.

J. H. Lothrop

Solicitor for Defendants.

The defendant objects to the second direct Interrogatory to Warren 1st because it asks for the witness's statements of declarations of Lovell, which are immaterial and inadmissible, 2nd because it asks for the witness's opinion or impression that Lovell seemed pleased &c. which is not admissible. To the third and fourth Direct Interrogatories because they seek for superior and secondary evidence.

J. H. Lothrop

Defendants' Solicitor

Deposition of Witnesses produced
Sworn & affirmed, and Examined
on the twenty seventh day of August
AD 1855, at the Office of the Clerk
of the District Court of the United
States in & for the Eastern District of
Pennsylvania, in the City of Phila-
delphia, before Charles F. Keaglett
U. S. Commissioner, by virtue of a
Commission issuing out of the
Circuit Court of the United States
in & for the Massachusetts District
to "Any Commissioners of the Circuit
Court of the United States for the
District of Pennsylvania at Philadel-
phia in said District," directed, for
the Examination of certain Witnesses
in a certain Cause depending in said
Court, wherein Samuel J. Green is
Plaintiff and William Bishop is
Defendant. In Equity.

Hurling's Carpenter a
witness produced & affirmed on the
part of the Complainant says in
Answer

1. To the First Interrogatory
My age is Fifty three years
by occupation Publisher and Book-
seller

2. To the Second Interrogatory he
saith

I do know Samuel J. Green
the Complainant. to the best of
my knowledge and belief he is
a Citizen of the United States. He
is the Author and Proprietor of "Green's
Analysis" and of "Green's First
Lessons."

Hurling's

Keaglett
nc

3 To the Third Interrogatory he saith.
The Complainant has expended large sums of money in preparing and printing Editions of said books. - he has had, and still has a sufficient number of copies of said books on hand for sale to the public at a reasonable price.

4 To the Fourth Interrogatory he saith.

Green's Analysis was first published on the Twenty second (22^d) of January 1848. - Green's first Lesson was first published on the Thirtieth (30) August 1848.

5 To the Fifth Interrogatory he saith.

The said Complainant has caused to be inserted in the several Copies of each and every Edition published hitherto, of both his said books, upon the title page thereof, the Certificate of Entry Enquired of in this Interrogatory.

6 To the Sixth Interrogatory he saith.

I am not able to say whether or not within three months from the publication of said books a copy of each of them was delivered to the Clerk of the District of Massachusetts. A Copy of each of them was delivered to the Librarian of the Faneuil Hall Institution. - I have no doubt a copy of each of them was delivered to the Librarian of the Congress Library. I cannot speak so positively of the last inasmuch as I do not find the Certificate of the Librarian of Congress Library. It is our invariable custom to transmit copies of all works immediately upon publication to those

Wm. Brewster

officer entitled by law to a copy,
and I know no reason, why
such a custom should be dis-
torted from in this instance.

Mr Greene in this case undertook
to deliver Copies to the Clerk of
the Massachusetts District.

Chas. Beaght
J. C. Compusthorait

1 x To the Court from Interrogatory
on behalf of the defendants, Henry
"Greene's Analysis" was
first published on the Twenty
second day of January 1848. -
Greene's first Lessons, was first
published on the Thirtieth day of
August 1848. - said works were
published at Philadelphia, by
Thomas Compusthorait & Co. of
said place, -

The number of Copies
then and there published of Greene's
Analysis was 1000. - and the
number of Copies then and there
published of Greene's first Lessons
was 2000. -

At the times of said
publications I was one of the
members of the firm of Thomas
Compusthorait & Company, Pub-
lishers of Philadelphia. It was
my province as one of the members
of said firm to have Cognizance
of all their transactions, and
having ^{examined} all the accounts in rela-
tion to said publication, and my
personal recollections on the
subject, enables me to speak
with certainty in this behalf.

C. H. N.

Chas. Beaght
J. C. Compusthorait

To the Second Cross Interrogatory he saith.

2 x

I do not know when the delivery was made to the Clerk of the Massachusetts District.

A copy of Green's Analysis was delivered to the Smithsonian Institute in November 1848. - The delivery of Green's First Lesson to said Institute was in the same month of same year.

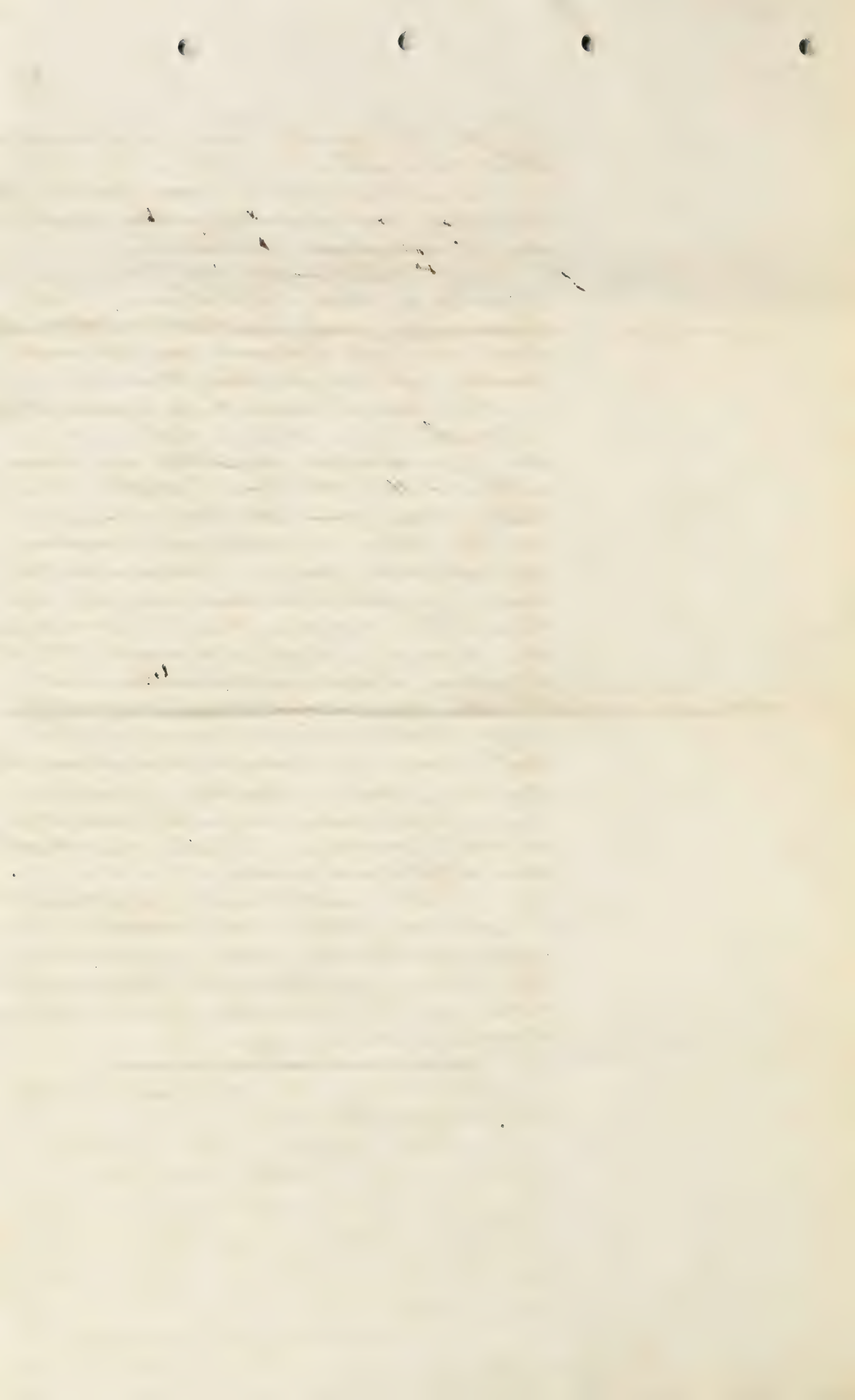
As I have stated before, it is our invariable practice to transmit books to those entitled, on publication - and my information in this case is derived more specifically, from certain Certificates of the Librarian of the said Institute, wherein he acknowledges the receipt of said works. I append said Certificates and mark them respectively A & B.

As to the delivery to the Librarian of Congress Library, I am unable to testify further, than as I have already testified in my answer to the said Sixth direct Interrogatory. -

The Certificates to which I have referred, and which I appended hereto, were received by the house of Thomas Corfield & Co of Philadelphia, in Ordinary Course of mail.

Thomas Corfield

Chas. Corfield
J. Corfield



David M. Warren, a witness
produced, sworn and Examined
on behalf of the Complainant
says in answer to the
1. First Interrogatory

My name is David M.
Warren, I am a Book Seller, and
have been an agent for the intro-
- duction of School Books.

2. To the Second Interrogatory
he saith

I was in Pittsburg Penn.
on the 24th day of March 1849. On
that day and at that place I
saw Mr L. J. Correll the Author
of "Corrells Digest". I then and there
had conversations with him in rela-
- tion to "Green's Analysis". I allude
to a meeting of Teachers at Alleghany
City near Pittsburg, at which Mr
Correll was present, and an active
participiant in the business. - At
that meeting I stated the peculiarities
of Mr Green's system of Analysis.

Previously and subsequently
to that meeting I had conversations
with Mr Correll with reference to
that Book and Mr Green's system.
c 48 I cannot state the ^{particulars} subject of those
conversations except in so far
that he expressed his general
approval of Green's system of
Analysis. - he was pleased with
it, and expressed himself re-
- cordingly. - He regarded it as
new and Original.

Mr Correll was elected
Chairman of the meeting to
which I have referred. - and
that meeting adopted Resolutions
recommending the Book to others.
I was present when these resolutions
were adopted.

I cannot say whether I
David M. Warren.

David M. Warren

did or not present to Mr Correll
a copy of Green's Analysis - I
do not now remember whether or
not he told me he had read it.

On all my conversations with Mr. Correll, he expressed himself particularly pleased with the Analytical features of the book.

I have a copy of the Resolutions adopted by said meeting, in which an opinion is expressed upon said Book. ~~It is~~ signed by Mr. Correll, and by the Secretary of the meeting.

I annex the same
Letter, and mark it Exhibit C.

3 To the Third Interrogatory he
Smith.

I have seen a work on
Gauguin or Language, to which
Mr Cozelle's name was attached as
Author, It purported to have been
written and published by him prior
to the interview and meeting to which
I have referred. It did not con-
tain any instruction or treatise
on the Analysis or formation of
Sentences.

4 To the Fourth Interrogatory
he said

Mr. Correll since my said interview with him has written and published a work on Grammar or Language - I have seen said work - It contains instructions or a treatise on the Analysis or Formation of Sentences -

st To the Fifth Interrogatory he
saith: I am a

Mr Correll was a School Master, he did to my knowledge, teach in his School, Mr Green's system of Analysis of Sentences. - On a day of the week subsequent to the said meeting, I called at his

David M. Coarlen

47
School in Alleghany City, - and
while there he taught the system
as I had explained and exhibited
it at said meeting

David M. Warren.

Pat Scapellato
HCB

To the First Cross Interrogatory
on the part of the defendant he
saith

1 x I cannot state more fully
than I have done the conversations
with Mr Correll - nor the times nor
places at which said conversations
occurred - other than at the meeting
to which I have referred - I cannot
state whether any other persons were
present, except at said meeting -

The meeting was of a conversa-
tional character, and Mr Correll
was an active participant - Mr
Henry Williams of Gettysburg was
there, Mr James McKelly and
Mr Ogden, of the same
place were there - there were
others whose names I cannot
now remember.

2 x To the Second Cross Interrogatory
he saith

I have no personal knowl-
edge of the authorship and
publication of the work referred
to. I do not know when or
where it was published - I remember
it has the imprint of Upsalante
Michigan. but I don't remember
the date -

3 x To the Third Cross Interrogatory
he saith -

Pat Scapellato
HCB

I have stated that Mr
David M. Warren.

78
Correll taught in his School
Green's System of Analysis of
Sentences. I have personal
knowledge of that fact, and have
detailed the Circumstances of
such knowledge in my answer
to the said Fifth direct interrogatory.
He taught the System, using
the black board for his illustra-
-tions - I do not know that he
taught other than by oral
instruction.

David M. Warner.

Wm. H. H. H. H.
H. H. H. H.



To the Honorable the Judges of
the Circuit Court of the United States
within and for the Massachusetts
District.

I Charles F. Haglitt, a
Commissioner of the Circuit Court
of the United States for the Eastern
District of Pennsylvania, in the
above named cause, hereby certify, that I
was attended by the Witnesses whose
names are set to the annexed written
depositions on the Twenty seventh day
of August ad 1855; that the said
Witnesses were of lawful age, and
having been by me severally, and
carefully examined and cautioned
and sworn or affirmed in the aforesaid
Cause, to make true Answers to the
Interrogatories and Cross Interrogatories
in the annexed Commission proposed,
did, the same were then and there
by me propounded to them, and
the Answers of the said Witnesses to
the said Interrogatories and Cross
Interrogatories, then and there reduced
to writing by me in the presence of
the Witnesses, who subscribed each
page of such Answers in my pre-
sence. And having retained the
said depositions in my presence
until now, I do hereby transmit
the same by Mail to the Honorable
Court aforesaid.

Dated at Philadelphia this
Twenty seventh day of August
ad 1855.

Charles F. Haglitt

Attest
J. C. Conner

SMITHSONIAN INSTITUTION.

WASHINGTON,

Nov. 1848 1848.

Received from Samuel I. Green
in compliance with the 10th section of the Act of Congress, passed
August 10th, 1846, entitled "An Act to establish the Smith-
sonian Institution for the increase and diffusion of knowledge among
men," 1 Copy of "A Treatise on the Structure
of the English Language; or the Analysis
and Classification Sentences and their Component
parts with illustrations and Exercises, adapted
to the use of Schools. By Saml. I. Green & M.
Phila. Thomas Cowperthwaite. N.Y. 1848

Chas. D. Russell
Asst Secretary pro tem

Certificate of deposit
of
Greens Analysis
Smithsonian Institute
Nov 1848

87012048

SMITHSONIAN INSTITUTION.

WASHINGTON,

Nov. 10th. 1848.

Received from Samuel S Green
in compliance with the 10th section of the Act of Congress, passed
August 10th, 1846, entitled "An Act to establish the Smith-
sonian Institution for the increase and diffusion of knowledge among
men," 1 Copy of "First Lessons in Grammar
based upon the construction and analysis
of sentences, designed as an introduction
to the "Analysis of Sentences" By Samuel S Green
Phil. Thomas, Corn. for the mail 4c 1848

Chas. P. Russell
Asst-Secretary pro tem

B This is the paper Exhibit or document
referred to by Holingsworth as Exhibit
B. in his Examination before me this Twenty
Seventh day of August AD 1855. in the Case of
Green - vs - Fenton

Robt. H. H. Holingsworth
Holingsworth

Certificate of Deposition
of
G. F. Fenton
Green vs Fenton

C. meeting of the Teachers of the
Schools in the Cities of Pittsburg & Allegheny
counties, convened at the School House
House, P. O., on Sat. 24th inst. at 2 O'Clock P.M.
for the purpose of taking into consideration
the subject of a text-book on English Gram-
mar; is the most efficient method of teaching
that science.

On motion of Mr. A. Williams, Mr. C. J.
Cowan was called to the chair, & the meeting
was called to order.

Mr. A. McLaren addressed the meeting
on the subject of a text-book on English
Grammar, & general remarks were made
by Mr. C. J. Cowan, 13 A. S. & C. S. & C. S.
& the President. After which, the following
Resolutions were unanimously adopted.
Resolved 1st That, for as much as we have
given "Green's First Lessons in English
Grammar" (first lucid explanation of the prin-
ciples upon which it is founded, in a better manner)
we are of opinion, that the Author has
succeeded most admirably, in setting forth
the principles of the science; & that it
cordially appears to the committee as a very
valuable text-book.

2nd That we recommend "this book" to
be put into notice as a text-book for
School-Directors, as a text-book both calcula-
ted to meet the wants of our schools. Than any

the work of the Committee, & that we have any
thing to do at the present time.

3rd That the Minutes of the meeting be referred
to Mr. Warren, for his instructions, before the
next meeting of the Committee, in relation to the
subject of the Committee, in relation to the Committee.

4th That the Committee be referred to the
Committee, in relation to the Committee, in relation to the Committee.

To Mr. Warren

L. C. Howell, President

L. C. Howell, Sec.

This is the Exhibit or document
referred to by David M. Warren
in his Examination before me this 27th
day of August 1885 - in the Case of
David M. Warren

David M. Warren,
w/c

Pittsburg, Kansas

1849.

24th March

Green & Nichols

Deposition

Circuit Court of the United States
for the District of Massachusetts }

Samuel S. Green

v.

William Bishop

State of Pennsylvania }
County of Alleghany }
City of Pittsburgh } John Perkins of the
City of New York, being duly sworn, deposes &
says, that the above entitled case is a civil
cause, depending in the District of Massachusetts
in the case above entitled; that deponent is the
agent of the defendant, that the testimony
of John J. Walcott is necessary in said cause
on the part of the defendant that said John
J. Walcott lives in Alleghany City in said State
of Pennsylvania at a greater distance than one
hundred miles from Boston, in the State of
Massachusetts, the place of trial in said cause,
that the plaintiff in said cause resides at
Providence Rhode Island, and the plaintiff's
Attorney
Samuel Shaw resides at Boston aforesaid,
and neither said plaintiff nor his said
Attorney is or lives within one hundred miles
of Pittsburgh in Pennsylvania aforesaid,
and further deponent says not.

Subscribed & sworn to before
me this 23rd day of July, John Perkins
Ct. D. 1855

Wm. Cunningham }
U. Cunningham }

Superior Court of the Middlesex, for the
County of Massachusetts

James S. Green)

4
William Bishop {

Let the return be

John J. Volcott named
in the within affidavit be & remain
the same as before me accordingly at
my office No 101 4th Street Pittsburg
Mass the 28 day of July A.D. 1885, at Boston
Mass., etc.

Wm. A. Brewster
M. Commissioner

It is to be remembered that on the 23^d day
 May 28 1855, at Pittsburgh in the State
 of Pennsylvania, personally appeared
 before me a Commissioner a Commissioner
 appointed under the laws of the United States
 to take affidavits and depositions
 of said John Perkins of the City of New
 York, and made oath that he the said
 John Perkins is the agent of William Bishop,
 and that the said William Bishop was the
 Defendant in a civil suit then depending
 in the Circuit Court of the United States
 for the District of Massachusetts, wherein
 Samuel S. Greene was Plaintiff, - that
 the testimony of John J. Wolcott of the
 City of Albany was material and necessary
 for the said Defendant, in the trial of such
 suit, and that he the said John J. Wolcott
~~resides~~ resides at Albany City more than
 one hundred miles from Boston, where the Court
 at which he the said John Perkins, appeared
 the said cause would be tried, was appointed
 by me to be held, - And Samuel S. Greene
 the above named Plaintiff resides at Res-
 idence Rhode Island, and that Samuel S. Greene
 the Plaintiff Attorney resides at Boston aforesaid

and that neither the said Plaintiff nor his
said attorney is, or ever, within one hundred
miles of Pittsburgh in Pennsylvania aforesaid.
Now the said John P. McKim expressly says that
the said John J. W. Scott might be examined
according to the direction of the act of Congress
in such case made and provided. —
Whereupon I ordered that the said John J.
W. Scott should be examined "de bene esse"
before me at my office No 101 2^d Street, in the
said City of Pittsburgh, on that Monday the
23^d day of May A.D. 1853 at 12 o'clock, A.M.
Now the said John P. McKim appearing before
me at my office No 101 4th Street Pittsburgh
aforesaid on that Monday the 23^d day of
May A.D. 1853, at 12 o'clock A.M. I have
therefore proceeded with the said examination

12

And the said John L. Holcott being cau-
tiously examined and examined and duly
sworn to testify the whole truth and nothing
but the truth said,

I reside in Allegheny
City, in the state of Pennsylvania, - I have
resided there and in the City of Pittsburg, -
during the past five years - I am thirty-
two years old, - I am a teacher of com-
mon schools by profession - I have been
engaged in that calling for six years past
- I graduated at Middlebury College
in the state of Vermont, - The study of
languages has been my particular and
favorite pursuit, - I understand the Latin,
Greek, & French languages, - I think I
am acquainted with English Grammar
as taught in school books, - I was acquaint-
ed with the late Simon T. Lovell author
of the English Grammar, - I be-
came acquainted with him in A.D. 1852
- He was a teacher of common schools, -
I believe he was acknowledged to be an
able and superior teacher, - He was
acknowledged to be a teacher of the first rank
- English Grammar was his pursuit

study. I am acquainted with Terrell's
Slight. I have used it. I am acquainted
with Samuel S. Greene's books on English
Grammar, — I have used his analysis
and first lessons in schools, — There is no
more likeness, or resemblance or similarity
between Terrell's Slight of English Grammar,
and Greene's analysis, or Greene's first
Lessons, than there is in any other two
books in the subject of grammar, except
in the resolving of sentences, into their
component parts. The mode and manner
of resolving sentences into their component
parts as used by Greene, is common learn-
ing. — The same is found in books pub-
lished preceding to the publication a copy-
-right, of Greene's Analysis, or first lessons
or Terrell's Slight. — The same is common
and old learning.

Jos. Jay Wolcott

And I do further certify that the preceding de-
claration was ^{in writing,} acknowledged by me and signed by
the said Henry J. Wolcott in my presence, and
that I am not of counsel or attorney for either
of the parties to the said suit, nor am I in-
volved in the result thereof. William H. Prather
11, Commissioner

Given in Ex. v. Bishop

Deposited by J. W. Abbott

Filed July 26th 1855

Opened and filed Aug 23. 1855

Schedule

Greene vs Bishop.

Covell 2nd Edition

Page 82. § 125

2. *While, whilst, and as long as*, denote the *duration, till and until*, the *commencement*, and *since*, the *termination*, of a period of time.

3. Adverbs of relative time represent the time of a subordinate clause, as *antecedent to, simultaneous with, or subsequent to*, the time of the principal clause; as,

I was at the depot { *before* the cars arrived.
 when the cars arrived.
 after the cars arrived.

132. Conjunctions are of two classes: *coördinate* and *subordinate*.

A *coördinate conjunction* is one that connects elements of equal rank; as, "Time is short, *and* art is long."—"He *or* I must go."

A *subordinate conjunction* is one that connects elements of unequal rank; as, "He will go, *if* you will."—"I will walk, *that* you may ride."

(Sentences)

These may be either *simple, complex, or compound*; as, 1. "Boys study."—2. "Good boys study well."—3. "James *and* John read *and* write."

Page 92

2. 168. *Coördinate clauses by their connectives become*
copulatives, &c. See Remarks. p. 169.

Greene 1st Edition

P. 150-

(c.) *While, whilst, and as long as*, denote the *duration*, *till* and *until*, the *commencement*, and *since*, the *termination*, of a period.

P. 149

(a.) The last of these relations (How often?) is generally expressed by comparison. "I will go as often as you send for me."

312. Adverbial clauses denoting time, like phrases, mark a *specified time*, (79, a.) antecedent to, simultaneous with, or subsequent to, the event expressed by the principal verb.

EXAMPLE.

Edward was writing { *before* the mail arrived.
 { *when* the mail arrived.
 { *after* the mail arrived.

13 *

P. 74.

155. Connectives are divided into two general classes—*coördinate* and *subordinate*; so named from the elements which they unite.

156. *Coördinate* conjunctions are used to connect *similar* elements, (149;) *subordinate* connectives are used to connect *dissimilar* elements.

Crane p. 180. 181.

P. 181

p. 73. Same rank
(156)
(12)

p. 74, (157.) *Coördinate* conjunctions are divided into three classes copulative, adversative, & alternative

2
6.
2.

CLASSIFICATION OF SENTENCES.

141. The classification of sentences depends on their *form, mode, and structure*. In *FORM*, they are *simple, complex, and compound*; in *MODE*, they are *declarative, imperative, and interrogative*; each of which may be *exclamatory*; in *STRUCTURE*, they are *close, compact, and loose*.

~~This classification develops principles requisite in analyzing and parsing, punctuation and reading.~~

DEFINITIONS.

142.—I. Sentences, in *FORM*, are *simple, complex, and compound*.

A *simple sentence* is one that contains only one proposition; as, "I will walk."

A *complex sentence* is one that contains dissimilar propositions; as, "I will walk, *that* you may ride." (*The latter clause is dependent on the first.*) (166.)

A *compound sentence* is one that contains similar propositions; as, I "will walk; and you may ride." (*Neither clause is dependent.*) (167.)

NOTE.—Complex sentences are united by *subordinate conjunctions, conjunctive adverbs, relative pronouns, phrases, or by incorporation*. Compound sentences are united by *coördinate conjunctions*.

Clauses, or members, are the parts of complex or compound sentences

143. II. Sentences, in *MODE*, are *declarative, imperative and interrogative*; each of which may be *exclamatory*.

A *declarative sentence* is one that expresses a declaration; as, "He reads."—"He can write."

An *imperative sentence* is one that expresses a command, entreaty, or permission; as, "Obey me."—"Tarry awhile."—"Go in peace."

NOTE.—In *elocution*, imperative sentences are treated as declarative.

Greene

P. 15

27. A *simple* sentence contains but one proposition.

28. A *complex* sentence contains two or more *dissimilar* propositions.

29. A *compound* sentence contains two or more *similar* propositions.

P. 186

✓ 393. Sentences thus considered are divided into four classes, — *declarative, interrogative, imperative, and exclamatory.*

396. An imperative sentence is used to express a command, an entreaty, an exhortation, or a prayer; as, "Let us go;" "May the truth prevail."

P. 185

390. Conjunctions, or conjunctive words, are divided into two classes, — *coördinate* and *subordinate*. The former are used in compound or partial compound sentences, and the latter in complex.

391. The *coördinate* conjunctions are often

P. 127

263. A complex sentence is formed by uniting a *principal* and a *subordinate* clause.

P. 176

357. A compound sentence is formed by uniting two or more principal clauses, (see 263); as, "A

Covell

Page 95. § 143.

3. A *phrase* is a collection of words not forming a proposition. But in analyzing, it is limited to an *infinitive*, or a *preposition* and its *object*; as, *To walk*; *To ride*: *Of wisdom*; *In Boston*. These may become *complex*, or *compound*; as, *To walk fast*; *To read and (to) write*: *In Old Boston*; *Of wisdom and of prudence*. (177.)

ELEMENTS OF SENTENCES.

146. The *parts*, or *elements*, of sentences are *words*, *phrases*, *clauses*, or *members*.

EXAMPLES.

| 1. Words. | 2. Phrases. | 3. Clauses. |
|-----------|--------------|------------------------|
| Sin | to sin | that one should sin. |
| Writing | to write | that one should write. |
| Wealthy | of wealth | who is wealthy. |
| Now | at this time | while we are talking. |

4. *Members*: "(The word of the Lord is right); and (all his works are done in truth)."

A sentence may have *six kinds* of elements: *two*, *principal*; *three*, *subordinate*; and a *connective*.

The *principal elements* are the *subject* and *predicate*; as, "*Boys read*." They form the *basis* of every *complete sentence*.

The *subordinate elements* are the *adjective*, *objective*, and *adverbial elements*; as, "*Good boys read books attentively*." They serve to *modify* or *limit* the *principal elements*, on which they depend.

The *connective element* is a *preposition*, *conjunction*, *conjunctive adverb*, *relative pronoun*, or *phrase*.

Exercise

Write four sentences each containing the five elements.

Came p. 186

Came p. 186

Page 96.

Came p. 186.

Greene

P. 176

358. The clauses which are thus united, are *co-ordinate* with each other. (149.)

P. 84

178. An element of the second class is an *infinitive* or a *preposition* and its *object*. These, taken as a phrase, form, like an element of the first class, a constituent part of the sentence; as, "to haste;" "of Boston;" "in reading."

NOTE. The term *phrase* is properly used to denote any combination of words which does not form a proposition. Hence, a complex or compound element of the first class is a phrase. But, in this work, the term will be used more particularly to denote an element of the second class.

P. 10

7. The component parts of a sentence are called its *elements*.

8. A sentence may contain *five* distinct elements. Of these, two are indispensable to its formation, and are hence called **PRINCIPAL ELEMENTS**. The other three are dependent on these, and are hence called **SUBORDINATE ELEMENTS**.

9. Each of these five elements may take three distinct forms, called the *first*, *second*, and *third* classes of the elements.

P. 9.

5. The component parts of a sentence are the *words*, *phrases*, and *clauses* which enter into its structure.

Elements of the first class. = words
 Elements of the second class = phrases
 Elements of the third class = Subordinate clauses
 The proposition — Principal Elements
 The subject is that of which something is affirmed
 The predicate is that which is affirmed.

P. 103

Crane p. 187.

Of the first ten words, assume and then affirm some being, state, or action. Of the next ten, assume and then affirm some limitation or quality. Of the next ten, assume and then affirm what each is; i. e., give its class. Of the whole thirty, inquire for some attribute of each.

105-

NOTE.—A sentence may be *simple*, *complex*, or *compound*.

§ 158. The *simple subject* is a noun or pronoun; or any *letter, character, syllable, word, phrase, or proposition*, used as a noun; as, "*Snow falls.*"—"He writes."—"A

159. The *simple predicate* is always a verb; as, "He made." "He saw." "He was." "He is."

Grammar

p. 47 The adjective Element - First subordinate Element -

p. 56. The objective Element - Second subordinate Element -

p. 62. The Adverbial Element - Third subordinate Element -

p. 12.

16. An attribute may be united to its object, —
(a.) By *assuming* a union, or by joining it without an assertion; as, *blue sky, rough sea, poisonous reptiles*; —

(b.) By *affirming* a union, or by joining it with an assertion; as, "The sky is blue;" "The sea is rough;" "Reptiles are poisonous."

Tell which of the following expressions contain an assumed, and which a predicated property: —

Sweet apples. Running water. Ice is melting. Shining gold. George is well. Fading flowers. Stars are

p. 73

Mention three or more properties of each of the following objects: —

Gold, horses, books, iron, ocean, whales, edifice, peaches, dogs, man, king, moon, water, ink, oil, lamp, table, money, pens.

Unite them first as assumed and then as predicated properties.

p. 57

112. The predicate, considered apart from the words that limit it, is called the *grammatical predicate*, or simply the *predicate*.

113. When taken in connection with the words which limit it, it is called the *complex* or *logical predicate*.

f. 106
 160. COMPLEX OR LOGICAL SUBJECT AND PREDICATE.

The *complex subject* is the simple subject with all its limitations.

The *complex predicate* is the simple predicate with all its limitations.

REMARK.

An *element* of a sentence is *compound* when the parts are united by a coördinate conjunction: it is *complex* when they are united in any other way. The *elements* of a sentence, as already stated (146), are *words, phrases, clauses, or members*.

THE COMPLEX OR LOGICAL SUBJECT.

161. The simple subject becomes complex by the addition of one or more *words, phrases, or clauses*.

NOTE.—An *infinitive* verb, or a *preposition* and its *object*, is called a *phrase*.

I. *The subject is limited by WORDS* :—

1. By definitive adjectives; as, "*A man; any man; two men; those men.*"

2. By attributive adjectives; as, "*Wise men; good boys; ripe fruit.*"

3. By several adjectives, as "*A good boy; the wise prudent man.*"

4. By nouns or pronouns in apposition; as, "*The river Hudson;*" "*John the Baptist;*" "*He himself;*" "*I Paul myself.*"

5. By nouns or pronouns in the possessive; as, "*Pope's Essay;*" "*My pen.*"

NOTE.—One possessive often limits another; as, "*His father's house:*" *father's* limits *house*; and *his* limits *father's*.

6. By a participle; as, "*They shouting, fled.*"—" *He having spoken, retired.*" (181.-2.)

II. *The subject is limited by PHRASES* :—

1. By infinitives; as, "*A desire to learn* is commendable."

2. By a preposition and its object; as, "*The city of Mexico* was taken."—" *His desire of ruling* was great."

III. *The subject is limited by CLAUSES* :—

1. By a relative clause; as, "*The rose which blossomed,* has faded."

2. By a conjunctive clause; as, "*A desire that he might speak,* was expressed."

NOTE.—These last examples belong to complex sentences. (166.)

p. 107

p. 48
94. The subject considered apart from the adjective element, is called the *grammatical* subject, or simply the *subject*.

95. The subject taken with the words which limit it, is called the *complex* or *logical* subject.

(a.) The adjective element generally answers the questions, *What? What kind? How many? Whose?*

96. All modifiers of the subject, or of the noun in any of its relations, are used to restrict its *application*. This may be done, —

(a.) Without affecting any of its *properties*; as, "*two men*;" "*these men*;" —

(b.) By designating some *property*; as, "*good men*;" —

p. 49
98. All adjective words (articles, adjectives, and participles) are divided into two classes, — *limiting* and *qualifying*.

99. *Limiting* adjectives are used to restrict the application of the noun, without expressing any of its properties; as, "*ten commandments*;" "*each lesson*."

100. *Qualifying* adjectives are used to restrict the application of the noun to a class of objects which possess a certain *property* in common; as, "*good men*;" "*idle boys*;" "*tall trees*."

(c.) By *identifying* it; as, "*Paul the apostle*;" "*Peter the hermit*;" —

(d.) By representing it as an object *possessed*; as, "*David's harp*."

97. The first two limitations are effected by *adjective words*; the second two, by *nouns* or *pronouns*.

p. 95
201. When the phrase is used to effect either of the purposes mentioned in ¶ 96, (a. b. c. d.) it is called an *adjective element of the second class*.

p. 96
"the city of Boston" = "the city Boston." (8.) It shows the relation of some circumstance of *time* or *place*; as, "the mountains of Mexico" = "the Mexican mountains;" "the report of last year" = "last year's report."

p. 97
Loda shrieked. The joy of his youth was great. The city of Mexico is beautifully situated. The hope of the

286. Adjective clauses are introduced by *relative pronouns*, which serve to connect them with a limited noun or pronoun which is called the *antecedent*; as, "The evil that men do lives after them."

p. 135
(a.) The relative pronoun refers to some *limiting adjective* in the principal clause, either expressed or understood, called its *correlative*; as, "That book which you have was printed in 1760."

287. The relative pronouns are, —

Who, relating to a *person*; —

Which, relating to a *thing*; —

That, relating to either a person or thing; — and

Correll

MODEL OF ANALYZING.

Lofty cedars bend—

is a sentence, because it is a thought expressed in words: simple sentence, because it contains but one proposition: a proposition, because it contains a subject and predicate: *cedars* is the subject, limited by the adjective *lofty*; *lofty cedars* is the complex subject: *bend* is the predicate.

COMPLEX SENTENCES.

166. A *complex sentence* is one that contains dissimilar propositions; as, "I will go, when he comes." "*I will go*" is the *principal* clause:—"when he comes" is the *subordinate* clause, and makes complete sense only when united with the principal clause. It is therefore often called the *dependent clause*.

1. The *subordinate* clause is often placed first; as, "When he comes, I will go." The connective is a part of the subordinate clause, and with its clause, limits or restricts the principal clause; as, "He is the man *whom you saw*." Hence, the clauses are dissimilar.

2. The propositions or clauses of a complex sentence are connected by *subordinate conjunctions, conjunctive adverbs, relative pronouns, phrases, or incorporation*, as, "You may go, *if* he is willing."—"The wicked flee, *when* no man pursues."—"He is respected by all *who* know him."—"This is the man I saw."—"The more I examine the work, *the better* I like it."—"God said, 'Let there be light.'"

MODEL OF ANALYZING.

When he comes, I will go—

is a complex sentence; it contains dissimilar propositions, one being principal and the other subordinate, connected by the conjunctive adverb *when*. "*I will go*" is the principal clause:—"when he comes" is the subordinate clause. Of the principal clause, *I* is the subject: *will go* is the predicate;—*go* is the principal verb, and *will* is the auxiliary. *When* is a conjunctive adverb uniting the clauses. Of the subordinate clause, *he* is the subject: *comes* is the predicate. (*Now parse each word in full.*)

I will walk, that you may ride—

is a complex sentence; it contains dissimilar propositions, one being principal and the other subordinate, connected by the subordinate conjunction *that*. "*I will walk*" is the principal clause;—"that you may ride" is the subordinate clause. (*Analyze in full, and parse each word.*)

Greene

MODELS FOR ANALYZING AND PARSING.

Tall oaks bend.

It is a simple sentence, because it contains but one proposition, (27.)

Oaks is the subject, because it is that of which the action "bend" is affirmed.

Bend is the predicate, because it is the action affirmed of "oaks."

Oaks (the subject) is limited by "tall," an adjective element of the first class, denoting the kind (tall) of oak.

Tall oaks is the complex subject.

Tall is a qualifying adjective, of the positive degree, (compared, tall, taller, tallest,) and is used as a modifier of the subject; according to Rule V., "An adjective or participle used as a modifier, belongs to the noun or pronoun which it limits."

p. 15-528 A complex sentence contains two or more dissimilar propositions

262. The propositions which unite to form a sentence are called clauses.

127. 5263 A complex sentence is formed by uniting a principal & a subordinate clause.

69

144. In a complex element, the simple element, on which the others depend, is the basis of it. Thus "careless" is the basis of "very careless;" "lessons" is the basis of "their lessons;" and "quickly" is the basis of "very quickly."

Covey p. 119.

145. The simple element which is joined to the basis is dependent upon it, and hence is said to be subordinate to it; as, "He purchased a good farm."

(a.) "Good," in this example, is subordinate to "farm." This element, in turn, may become the basis to another element subordinate to itself; as, "He purchased a very good farm."

(b.) This connection of elements may be continued indefinitely, forming different degrees of subordination.

146. Complex elements are formed by uniting two or more dissimilar simple elements; the one being principal, and the other subordinate to it.

128

(a.) A complex sentence is formed by uniting two dissimilar simple sentences, just as a complex element is formed by uniting two dissimilar (146) simple elements.

Lowell

p 113

This is the man whom I saw—

is a complex sentence; it contains dissimilar propositions, one being principal and the other subordinate, connected by the relative pronoun *whom*. "*This is the man*" is the principal clause:—"*whom I saw*" is the subordinate clause. Of the principal clause, *this* is the subject: *is* is the predicate, limited by the noun *man* which is limited by the adjective *the*;—*is the man* is the complex predicate. *Whom* is a relative pronoun, uniting the clauses. Of the subordinate clause, *I* is the subject: *saw* is the predicate, limited by the pronoun *whom*;—*saw whom* is the complex predicate. (174.—4.—Note.)

The boy who studies will improve—

is a complex sentence, &c., connected by the relative pronoun *who*. "*The boy will improve*" is the principal clause: "*who studies*" is the subordinate clause. Of the principal clause, *boy* is the subject, limited by the adjective *the* and the clause *who studies*; *the boy who studies* is the complex subject: *will improve* is the predicate:—*improve* is the principal verb, and *will* is the auxiliary. *Who* is a relative pronoun, uniting the clauses. Of the subordinate clause, *who* is the subject: *studies* is the predicate.

p 114

COMPOUND SENTENCES.

167. A *compound sentence* is one that contains similar propositions; as, "I will walk; and you may ride." "*I will walk*" is the first clause; "*and you may ride*" is the second clause. These are independent of each other; i.e. each makes perfect sense by itself. Hence, the propositions, or clauses, are *similar* and *coördinate*; i.e. of equal rank.

The clauses of a compound sentence are connected by *coördinate conjunctions* expressed or understood; as, "He must increase, *but* I must decrease."—"Politics are his aversion: a newspaper enters not his door."

p 115

MODEL OF ANALYZING.

I will walk; and you may ride—

is a compound sentence; it contains similar propositions, both being coördinate, and connected by the coördinate conjunction *and*. Of the first clause, *I* is the subject: *will walk* is the predicate;—*walk* is the principal verb, and *will* is the auxiliary. *And* is a coördinate conjunction uniting the clauses. Of the second clause, *you* is the subject: *may ride* is the predicate;—*ride* is the principal verb, and *may* is the auxiliary. (*Parse each word in full.*)

Greene

MODELS FOR ANALYSIS AND PARSING.

Who was the author of Junius's Letters, has never been satisfactorily determined.

It is a complex sentence, because it contains a principal and a subordinate clause.

Who was the author of Junius's Letters, is the subject of the principal clause.

Has been determined is the predicate.

The predicate is limited by "satisfactorily," an adverbial element of the first class, denoting manner.

Who was the author, &c., is a principal element of the third class. It is used as a noun, third person; singular number, neuter gender, nominative case, and is the subject of the sentence; according to Rule 1.

Who is the subject of the subordinate clause, and

Was author is the predicate.

Author is limited first by "the," and secondly by "of Junius's Letters."

Who is an interrogative pronoun, used in a subordinate clause. It has no antecedent. It is of the third person, singular number, masculine gender, nominative case, and is the subject of "was;" according to rule IV. It connects the two dissimilar clauses, according to Rule XVI.

NOTE. "*Who was author*" may be considered as the grammatical subject of the complex sentence, and "*Who was the author of Junius's Letters,*" the logical subject. The connection of who will be best seen by using the idiom in ¶ 282.

p 131

p 132

A compound sentence contains two or

¶ 15 § 29 more similar propositions

p 185- § 389 Coordinate Elements of either class are connected by conjunctions

§ 390. Conjunctions or conjunctive words are divided into two classes - coordinate and subordinate - The former are used in compound or partial compound sentences - and the latter in complex.

Lowell

p 115

168. A *partial compound sentence* is one that has one or both of its principal elements compound; as, "Ann and Mary read and write."

p 117

170.—1. The parts, or elements, of sentences are *words, phrases, clauses, or members.*

2. A *word* is the expression of an idea. (28.)

3. A *phrase* is a collection of words not forming a proposition; as, "*Death or victory*, was the cry." "*Now or never*, is his motto."—(Each of these phrases forms a simple subject.)

In analyzing, the phrase is usually limited to an *infinitive* or a *preposition* and its *object*. (145.-3.)

4. *Clauses, or members*, are the subdivisions of complex or compound sentences: When the sentences are close or compact, these parts are called clauses: when loose, the distinct parts are called members.

171. Elements, whether words, phrases, clauses or members, may be *coördinate, principal, subordinate, reciprocal, or independent*. (180.)

Coördinate elements are those which have the same rank or relation to another element. They may be principal elements, or equally subordinate to some other elements; as,

1. Subjects: "*Jane and Mary* read."

2. Predicates: "Ann *reads and writes*."

3. Adjective elements: "*Wise and good* men."

4. Objective elements: "He saw *Mercury and Venus*."

5. Adverbial elements: "He acted *wisely and prudently*."

6. Two words of the same rank; as, "The *old gentleman, Mr. Brown*, returned."—"They called *him John*."—"She gave *me a pen*."—"You *never* walk fast."—"That *wise and good* man's house was burned:" here, *man's* is subordinate to *house*; and *wise and good* are alike subordinate to *man's*.

7. Several *members* may be coördinate; as, "The weather was fine, and the roads were excellent; *but* we were unfortunate in our company."

8. These members may be simple, complex, or partial compound; as, "Man is mortal; *but* God is immortal."—"When I was a child, I thought *as a child* (thinks); *but when* I became a man, I put away childish things."—"Mercy and truth preserve the king; *and* his throne is upheld by mercy."

172. *Principal elements* are those on which other elements depend; as, "A *wise man*."—"I *know* who will go."

Subordinate elements are those which limit a principal element; as, "A *wise man*."—"I *know who will go*."

Greene

p 73

151. When two elements are coördinate with each other, they form one *compound* element; as, "George reads and writes."

152. An element may be both complex and compound; as, "George reads the papers and writes letters."

p 75

* A sentence having but one of its elements compound, is not properly a simple sentence, (27,) nor is it strictly a compound (29) sentence. It may, not improperly, be called a *partial* compound, since one of its parts is compound. All such sentences may be converted into complete compounds, as will be shown hereafter.

The corresponding passages of
Greene's Analysis have already
been extracted —

— p. 5. p. 2

17.
Cowell

174. A *compound element* is one that contains similar elements; as, "*Paul and Silas sang.*"—"Jane *reads and writes.*"

A *complex element* is one that contains dissimilar elements; as, "*Lofty cedars bend.*"—"Birds *fly swiftly.*"

1. An element is often both complex and compound; as, "Jane *reads books and writes letters.*"

2. The basis of the complex element is the principal element; as, "Two boys *read.*"

3. A complex element taken together may form the basis; as, "The old oak-tree;—A new fur-hat;—"The first two *verses.*"

175.—When a clause is either the subject or the object of the verb in the principal clause, the whole is both simple and complex; as, "That ye are gods, *is true.*"—"It is true, that ye are gods."—"I said, that ye are gods."—"God said, 'Let there be light.'"

NOTE 1.—The first example, 'That ye are gods, *is true,*' is a sentence which is both simple and complex. Of the principal clause, 'That ye are gods,' is the subject (parsed as a noun): *is* is the predicate, limited by the adjective *true*; *is true* is the complex predicate. That is a conjunction uniting the clauses, thus: 'It is true, THAT ye are gods.' Of the subordinate clause, *ye* is the subject, &c.

179. MATERIALS OF SENTENCES.

The *materials* of all sentences are strictly *substantive, adjective, or adverbial.*

1. A *substantive element* is any word, phrase, or clause, used as a noun; as, "*Is* is a variation of *am.*"—"To learn is important."—"That one should learn is important."

2. An *adjective element* is any word, phrase, or clause, used to limit the noun in any of its relations; as, "The tall tree."—"John's hat."—"Cicero, the orator."—"Time to come i future."—"I saw the fire burn, or burning."—"The horse runs, or is running."—"He is a prudent man = a man of prudence = a man who is prudent."

3. An *adverbial element* is any word, phrase, or clause, used to modify or limit an adjective, verb, or adverb; as, "The dog is useful (how?) for watching."—"He resides (where?) in New-York."—"Study (why?) that you may understand these principles."—"You are old enough to comprehend them."

119
Cowell p. 69-
121
If Cowell had been copying, he certainly would not have omitted here the connection, which he makes a sixth element, which is mentioned in this connection by Greene - under opposite

Greene

The corresponding passages of Greene's Analysis have been already extracted—

f 81

171. The substantive performs three distinct offices in the structure of sentences. — 1st. It may be used as the *subject*. (33.) — 2d. It may be used as an *attribute*, either predicated or assumed. (16 ; 60 ; 104, b ; 106.) — 3d. It may be used as the *object*. (117, 119.)

172. The *verb*, considered apart from the attribute, (24, note,) performs the important function of connecting the attribute to the subject. (16, 17.)

173. The *adjective* (including the participle, which is only a species of adjective) is used to denote a property of the substantive, either predicated (36, b.) or assumed. (16, a.)

174. The *adverb* is used to denote some circumstance or property of an action or quality.

(a.) An adverb is used to denote some property of an attribute, and is to an attribute what an attribute is to a substantive ; as, "He ran *swiftly*" = "His running is *swift* ;" "She writes *beautifully*" = "Her writing is *beautiful*."

(b.) Modal adverbs are to be excepted, since they modify the assertion, that is, the copula, and not the attribute.

-X-

175. The *conjunction* performs the important office of connecting the various elements.

NOTE. *Interjections* are not elements.

f 82

176. Strictly speaking, all sentences may be said to be composed of three kinds of *materials*, namely, *substantives*, *adjectives*, and *adverbs* ; the copula, and all other merely connective words, forming no part of the substance of the sentence, but serving only to unite these materials into one structure.

181. An *abridged proposition* is one that has its predicate so changed as to destroy the affirmation.

A complex sentence is often reduced to a simple one, by abridging its subordinate clause.

In abridging a clause, the *finite* verb becomes a *participle*, or an *infinitive*, or is *dropped*; and the connective is usually omitted.

1. When the subjects denote different objects, that of the subordinate clause will become the *case absolute* (190.-1); as, "When the sun approaches, the snow melts away:" abridged, "The sun approaching, the snow melts away." This is still *complex*, having one *abridged* and one *complete* proposition. In the *complete* form, the predicate is *affirmed*: in the *abridged* form, it is *assumed*. (166.)

2. When the subjects denote the same object, that of the subordinate clause will be omitted; as, "When I saw his distress, I went to his relief:" abridged, "Seeing his distress, I went to his relief." This is a kind of partial compound having two predicates, one being *assumed* and the other *affirmed*. (168.)

Other abridged forms may be considered as entirely simple.

3. The participle often becomes a mere modifier after the object or predicate; as, "He saw Moscow as it was burning:" abridged, "He saw Moscow burning."—"I saw the vessel which was anchored in the bay:" abridged, "I saw the vessel anchored in the bay."

4. The participle in the *abridged* clause, is often a *verbal noun*; and a noun or pronoun after it, has the *same case* that it had in the *complete* clause; as, "That he is a hero is of no consequence:" abridged, "His being a hero is of no consequence."—"I am sure that it was he:" abridged, "I am sure of its being he."—"I knew that he was a judge:" abridged, "I knew of his being a judge."—"I was not aware that he was writing:" abridged, "I was not aware of his writing." In this case,

the subject in the *complete* form, becomes a *possessive* in the *abridged* form. The *verbal noun* is the grammatical subject or object; and the whole phrase is the complex subject or object. (For the case after being, see Rule 4.)

5. When both subjects are different, an objective clause is often changed for an infinitive with a subject; as, "I knew that he was a judge:" abridged, "I knew him to be a judge." A subject clause is often thus abridged; as, "That he should study is proper:" abridged, "For him to study is proper." (174.-4.)

6. When both subjects are the same, that of the subordinate clause is omitted before the infinitive; as, "He wished that he might go:" abridged, "He wished to go."—"It is base that one should steal:" abridged, "It is base to steal."—Or, "That one should steal is base:" abridged, "To steal is base."

7. When *what*, *which*, *whom*, *where*, *when*, or *how*, &c., introduces the objective clause, the connective is retained, and the subject omitted; as, "I know what I shall do:" abridged, "I know what to do."—"He knows where he will go:" abridged, "He knows where to go." In this way are to be explained such phrases as, "Which to read;" "whom to send;" "when to write;" "how to sing;" i. e., "how I can or should sing."

8. The subordinate clause is often changed for an equivalent word or phrase; as, "A man who is wise = a man of wisdom = a wise man, will be esteemed."—"When the sun rose, Columbus set sail from Palos:" abridged, "At sunrise, Columbus set sail from Palos." (178.)

123

Bowell

181. An *abridged proposition* is one that has its predicate so changed as to destroy the affirmation.

A complex sentence is often reduced to a simple one, by abridging its subordinate clause.

In abridging a clause, the *finite* verb becomes a *participle*, or an *infinitive*, or is *dropped*; and the connective is usually omitted.

And the Remainder of the Section to "Examples"—

Write examples illustrating the rule and remarks.

OF THE RELATION OF CLAUSES.

209. The relation of the united clauses is shown by their connective; i. e., the *connective* shows the added clause to be either *coördinate* or *subordinate*.

1. *Coördinate connectives* unite coördinate clauses, to form *compound* sentences.

2. *Subordinate connectives* join on subordinate clauses to form *complex* sentences.

I.

CO-ORDINATE CLAUSES AND CONNECTIVES.

210.—Coördinate clauses, by their connectives, become *copulative*, *adversative*, or *alternative*.

1. Of the simple coördinate connectives, *and* is the principal copulative; *but*, *alternative*; *and* or *nor*, and *neither*, *adversative*. To give *emphasis*, a *correlative* is often placed in the first clause. (214.)

2. *And*, *but*, and *or*, sometimes take an *auxiliary* connective, to express some additional shade of meaning; as, "People are good; and therefore they are happy."

3. The principal connective is often omitted, leaving the *auxiliary* as the only connective; as, "People are good, therefore they are happy." If *and* or *but* can properly be supplied, the clauses are still coördinate.

CO-ORDINATE CONNECTIVES AND THEIR CORRELATIVES.

211.—1.—Copulative; as, *and*, *also*; *both—and*; *as well—as*; *not only—but*, *but also*, *but likewise*.

2. Adversative; as, *but*, *still*, *yet*; *and not*; *indeed—but*; *not—but*; *then—now*; *at first—then*; and the phrases, *on the one hand—on the other*; *at one time—at another*.

Auxiliaries of *and* and *but*; as, *so*, *also*, *likewise*, *too*; *now*, *again*, *farther*, *moreover*, *besides*; *therefore*, *wherefore*, *hence*, *then*, *consequently*; *yet*, *still*, *nevertheless*, *notwithstanding*, *however*, *even*. These auxiliaries are usually adverbs. So is probably never used with *but*, nor the last two, with *and*.

The first five usually denote a *resemblance*; the next five, some *addition*; the next five, a *deduction* or *inference*; and the last six a *concession*.

3. Alternative; as, *or*, *nor*, *neither*, *else*, *otherwise*; *whether—or*; *either—or*; *neither—nor*; *not—nor*, *neither*. Auxiliaries of *or*; as, *else*, *otherwise*. *Or* is often omitted.

Greene

340. A complex sentence differs from a simple sentence only in the expanded state of ~~some~~ one or more of its elements. (270, 271, 272.) Hence,

341. A complex sentence may be reduced to a simple one by abridging its subordinate clause as, "A man ~~is~~ *deceitful*, can never be trusted" = "A *deceitful* man can never be trusted."

(a.) The abridged form partakes of the nature of the clause from which it is derived, that is, it is either *substantive*, *adjective*, or *adverbial*.

(b.) In abridging a proposition, the change is produced chiefly upon its essential parts, (264,) its subordinate elements being joined to the abridged form without alteration.

342. The general rule for abridging a subordinate clause, is, to remove the connective, and change the predicate to a participle or an infinitive; as, "When ~~shall~~ *is lost*, all virtue is lost" = "Shame *being lost*, all virtue is lost;" "We told him that he must leave" = "We told him *to leave*."

These rules under § 343

differ from Cover on other pages.

359. Coördinate clauses may be divided into three classes, according to the connective used, (157,) *copulative*, *adversative*, and *alternative*.

Cowell

p 170

2. When complete, it usually has a connective, subject, and predicate (166); but it may be abridged (181); or it may be joined by incorporation (166); as, 1. "As he appeared, they fled."—2. "He appearing, they fled."—3. "He said, 'Let them flee.'"

3. A subordinate clause may, like a phrase, be used as a substantive, adjective, or adverbial element. (176-179.)

1. A substantive clause element is introduced by *that*, *but*, *that not*, *but that*, and the interrogatives, *who?* *whose?* *whom?* *which?* *what?* *why?* *when?* *how?* *wherein?* *by whom?* *for what?* &c., or by incorporation (166-2.)

NOTE.—When a question is the subordinate clause, the interrogation point is omitted, except in a direct quotation; as, "He inquired *how we should do it*"—"He inquired, 'How shall we do it?'" (213.)

2. An adjective clause element is introduced by the relatives, *who*, *whose*, *whom*, *which*, *what*, *that*, &c. When in apposition, it is introduced like a substantive clause.

ANALYTICAL CHART OF SENTENCES, THEIR PARTS AND ELEMENTS.

| | | | |
|------------------------|---|--|---|
| Sentences | 1. In form, or species | Simple.
Complex
Compound | Complete.
Partial. |
| | 2. In mode | Declarative
Imperative
Interrogative | Exclamatory.
Definite.
Indefinite.
Indirect
Double. |
| | 3. In structure | Close.
Compact
Loose | Single
Double
Entire, or perfect.
Elliptic, or imperfect. |
| Classes of Elements | Words.
Phrases.
Clauses.
Members. | Number of Elements. | Principal
Subordinate |
| | Variation of Elements | | 1. Subject { Simple.
Complex.
Compound.
2. Predicate { Simple.
Complex.
Compound.
3. Adjective.*
4. Objective.
5. Adverbial.
6. Connective.
7. Independent. |
| Relation of Elements | 1. By expansion.
2. By contraction. | Materials of Sentences. | Substantive.
Adjective.
Adverbial. |
| | 1. Coordinate.
2. Principal.
3. Subordinate
4. Reciprocal.
5. Independent | | Sentences are connected { 1. By conjunctions.
2. By conjunctive adverbs.
3. By relative pronouns.
4. By phrases.
5. By incorporation. |
| Attributes of Objects. | 1. Being.
2. State.
3. Action.
4. Mere limitation.
5. Quality.
6. Class. | Attributes Expressed | 1. Assumed.
2. Affirmed.
3. Inquired for. |

* The adjective, objective, adverbial, and independent elements, may, like the subject or predicate, be simple, complex, or compound.

And where the word phrase is used or the words "Complex" or "Compound" with reference to Elements or Sentences, my opinion is, that it is used in a sense original with Greene and copied from him.

p. 129. (275. 276)

p. 256.

3. An adverbial clause element is introduced by *conjunctions, conjunctive adverbs, or phrases*, relating to a *correlative adverb* in the principal clause, expressed or understood (214); or it may be abridged. (181.)

1. Of time; as, *When, while, whilst, since, before, after, whenever, ere, as, then, till, until, till now; as long as, as soon as, as often as, as frequently as.*

2. Of place; as, *Whence, where, wherever, wheresoever, thither, whither, whithersoever, everywhere, whereabouts; as far as, so far as, so far that, farther than.*

3. Of cause or reason; as, *Because, for, since, as, whereas, inasmuch, as, forasmuch as.*

4. Of inference; as, *Therefore, wherefore, hence, whence, then, now, consequently, accordingly*, used to introduce a *conclusion or consequence*.

EXAMPLES FOR ANALYZING AND PARSING.

1. *Subject*.—That the earth is round, has been proved. Who he is, is not known. When the cars will arrive, is not certain. Will you go? is the question. From what place he came, is a mystery.

b. 172

b. 181. Arrangement.

b. 185. Equivalents & Synonyms.

223.1. Equivalents are expressions having the same or nearly the same import or meaning; as, *fructus*

Caesar = *Caesar was killed by Brutus.*

2. *Synonyms* are words having the same or nearly the same import or meaning; as, *amity* = *friendship*.

Q.C.

X

NOTE.—Although expressions are often spoken of as equivalents, and words as synonymous, yet the former often have shades of difference in meaning; and the latter are seldom of precisely the same import. Thus: "I ordered *that* George should remain," and "I ordered *George* to remain," are equivalents; but in the former, the direction is given in a general way; in the latter, directly to George. *Wave* and *billow* are sometimes synonymous, but not always. A *billow* of the ocean is a *wave*; but a *wave* of a pond is not a *billow*.

Simple, complex, or compound sentences, by expanding or abridging an element, may be much extended or contracted, with little or no change in meaning; also simple sentences may even be changed to complex, or to compound, and those reduced again to simple ones, and the import of the different forms be nearly or quite synonymous; but it must be evident, that equivalents in signification are by no means equivalents in grammatical construction; and that the grammatical construction of one form is not accounted for by explaining that of another. Grammar rightly learned, enables one to understand both the sense and the construction of whatsoever is rightly expressed; and truly, to parse rightly is to understand rightly; and whatsoever is correctly expressed can be correctly parsed, by supplying such ellipsis as the established use of the language requires. But to supply words, not omitted by ellipsis, or to drop or alter any word properly expressed, is to distort the text, and to pervert the legitimate object of parsing.

b. 147.

306. An adverbial clause is introduced by some conjunction, or conjunctive adverb, which relates to some adverb, expressed or understood, in the principal clause, called its *correlative*;

307. Adverbial clauses, like their corresponding adverbs, or phrases, may denote *place, time, cause, or manner*.

T.H.L.

Time p. 110. (313.a.)

Place p. 140 (309.a.)

Cause or Reason p. 112. (315.a.)

Condition or Illative p. 112 (315.b.)

Condition p. 154-5 (321) Purpose or Motion p. 156.

Exercise 44. p. 132.

p. 189. The whole subject of an argument was evidently taken from Greece.

SECTION IV.

EQUIVALENTS. / col. 30.

Column 25. *Whole column*

Col. 25
p. 189
437. Two different expressions, meaning the same thing, or nearly the same, are called *equivalents*; as, "Xerxes ordered *that Mardonius should remain in Greece* = Mardonius to remain in Greece."

438. Two different words, meaning the same thing, or nearly the same, are called *synonymes*; as, *relinquish* = *abandon*.

(a.) Equivalent expressions often have shades of difference in meaning. In the above example, the first italicized form implies that the command was given in a general way; the second, that it was given personally to Mardonius.

(b.) Equivalents in signification are by no means equivalents in grammatical construction; nor is the grammatical construction of one form accounted for by explaining that of its equivalent.

(a.) There are, in most cases, shades of difference between words considered as synonymous.

b. 200. 201.

1, 42. - 2, 46. (line)

In poetry, and also in prose, where *inversion* takes place, the pupil will be greatly benefited by changing the order into that arrangement by which the sense and construction will appear the most obvious. The intelligent student, however, will soon observe, that the natural order of words is not always the most forcible. By the aid of equivalents or synonyms, or both, sentences may be so transposed or formed as to give them great rhetorical strength and beauty. Perhaps there is no exercise, in connection with composition, which is better calculated to furnish the pupil with variety of expression, copiousness of diction, and a knowledge of the flexibility and power of language, than that of reconstructing sentences, with a view to improve, if possible, their form and arrangement.

But let the pupil think closely, and reason soundly; for a discourse clothed with gracefulness of language alone, can, at best, be compared to a beautiful tree full of leaves, but without fruit. No one can be well educated or really eminent without constant mental discipline. Let him then who would aspire to greatness, investigate every subject critically and with solid thought. The effort of any one to develop his mind without close thinking, is like dropping buckets into empty wells, and growing old in drawing up nothing. "Whenever labor implies the exertion of thought, it does good, at least to the strong: when the saving of labor is a saving of thought, it enfeebles. The mind, like the body, is strengthened by hard exercise; but, to give this exercise all its salutary effect, it should be of a reasonable kind: it should lead us to the perception of regularity, of order, of principle, of law."

What are examples?

v. 104. note

Except passages in
branches not introduced
by Green

Covell p. 106. note

v. 170. (212) passage cited by Green not in 2nd Edition
 " " " 2. citation as to cumulative not in 2nd " "
 " " " 3. " " Expansion " "
 " " " 4. " " " " "
 " " " 5. " " " " "
 " " " 6. " " " " "

6. 200.

439. By means of equivalents, synonyms, or both, any sentence may be materially changed in form, with little or no change in meaning.

10202

NOTE. After the learner has acquired a correct knowledge of the various forms and conditions of the elements of a sentence, perhaps no exercise, in connection with composition, will prove more beneficial than that of re-writing sentences, for the purpose of altering and improving, if possible, their form or arrangement. It is the only substitute which the mere English scholar can have for translation, an exercise which consists in obtaining equivalent forms in one language for given forms in another. It is to exercises of this kind that Dr. Franklin attributes his skill in writing. It is a sure way to give the pupil variety of expression, copiousness of diction, and a knowledge of the flexibility and power of the language. ✓



United States of America.

THE Circuit Court of the United States, within and for
the Massachusetts District.

Massachusetts }
District, ss. }

TO Elias Herwin of Boston
in said District Esq. U.S. Commissioner

KNOW YE, That reposing confidence in your wisdom, prudence,
and fidelity, we have appointed, and by these presents do authorize and
empower you to take the answers [to the interrogatories hereunto annexed] of
Alpheus Crosby and Loring Lathrop of
Boston, Elbridge Smith of Cambridge,
and George Allen Jr. of Chelsea in said
District

Witnesses to be examined on behalf of the complainants
and to be used in a certain cause now pending in said Court, wherein
Samuel S. Greene is Plaintiff,
in Equity
versus

William Bishop Defendant,

And to this end, at certain days to be by you appointed for that
purpose, to cause said witnesses, as aforesaid, to be brought before you, and
each witness, while present before you, to examine carefully on oath touch-
ing the premises. And when you shall have taken the examination as
aforesaid, to reduce or cause the same to be reduced to writing, and to be
subscribed by each of said witnesses in your presence. And the same, so
taken and subscribed, to return, together with this COMMISSION and your
doings herein enclosed, sealed and directed to the Circuit Court aforesaid,
holden at Boston, as soon as the same may be executed.

In Testimony Whereof, we have caused the seal of the said
Circuit Court to be hereunto affixed.

Witness, the Honorable Roger B. Tane at Boston,
this eighteenth day of April in the year of our Lord
one thousand eight hundred and fifty-five.

CLERK.

N. B.—You shall not, except by consent of the parties in writing, permit either party to attend at the taking of the deposition, either himself, or by any attorney or agent, nor to communicate by interrogatories or questions with the deponent whilst giving deposition in answer to the interrogatories annexed to this commission. And you shall take such deposition in a place separate and apart from all other persons, and shall not be present during such examination, except the deponent and yourself, and such disinterested person (if any) as you may think fit to appoint as a clerk, to assist you in reducing the deposition to writing. You shall put the several interrogatories and cross-interrogatories to the deponent in their order, and take the answer of the deponent to each, fully and clearly. All depositions to be taken on paper of like size with this commission.

5
Circuit Court of the United States.

District of Massachusetts.

Samuel S. Greene, in equity, }
vs
William Bishop - }

Interrogatories to be propounded to Al-
pheus Crosby of Boston, Loring Lechrop of Boston,
Elbridge Smith of Cambridge and George Allen jr of
Chelsea, all of the Commonwealth of Massachu-
setts, in behalf of the Complainant in the
above entitled Cause.

1st

Please state your age and occupation.

2nd

Please state whether or not you have
read and examined, and are you familiar with
most or many of the useful or valuable
works on English Grammar and Languages, and
whether you have been in the habit of
studying and teaching works on the sub-
jects and, if so, for how long a time?

3rd

Are you familiar with the Com-
plainant's works on the analysis and structure

of the English Language; if so, how long since and in what manner did you acquire such familiarity?

4th Do you or do you not consider these works of Mr. Greene, the Complainant, to contain novel and original matter? If you do, please state how many and what particular points you do consider to be original with him and explain the same fully.

5th If in answer to the last interrogatory, you state any points you deem original, do you think that you would or would not have known the fact, if these points had been previously published?

6th How nearly do Mr. Greene's books resemble that of De Lacy, when treating of these particular points, if any?

7th When did you first see Mr. Greene's works or either of them, and did you or not then form an opinion as to the novelty and originality of the same or of any of the points thereof; and, if so, what was that opinion? State also whether you have made subse-

quent examinations and studies thereof, and whether your opinion was changed.

8th Have you seen and examined "Covell's Digest of English Grammar?"

9th Please state whether Covell's Grammar contains the particular points, or any of them, which you have stated to be original with Mr. Greene, if you have stated any such.

10th Do you or not think that Mr. Covell could have arrived at these results and could have set forth these points if any without having previously seen Mr. Greene's books?

11th What particular portions of Mr. Covell's book, if any, do you, as a teacher of Grammar and language, consider to give it its value and would be likely to lead to its adoption in schools in preference to the grammars formerly in common use?

12th In what respect, if any, does the second edition of Mr. Covell's book differ from the first edition?

13^d

Does or does not the second edition of "Cowell's Grammar" bear as much resemblance to Greene's Analysis as the first edition does?

14th

What, if any, is the difference between the two editions of Cowell's Grammar? and if any there be, is a difference in substance and meaning or in phraseology? Do the alterations, if any there be, in your opinion render Cowell's second edition a more valuable school book than his first edition, or do they render it less valuable?

15th

Is the similarity between Greene's and Cowell's books, if any there be, obvious at first on a hasty perusal, or does it require a careful examination to detect it? Were your first impressions of a similarity, if any, strengthened or weakened, by a subsequent more careful examination and comparison?

16th

Please try the experiment of analysing a sentence by Mr. Greene's method of Analysis, as set forth in this book. Please set forth at length the sentence so analysed with reference to the pages of both

books to show the rules and names for you
use in doing this. Are, or are not, the re-
sults similar? Are the technical words
used in both books the same or similar
or dissimilar? Would the result be the
same or similar or dissimilar, if this sen-
tence were analyzed by the method set
forth in any other book with which you
are acquainted? Are or are not the same
technical words used with the same
meaning in any other book with which
you are acquainted? Would you or not
be likely to have known it, if these results
or technical words were to be found in
any other book?

Clarke & Shaw,
Complainants' Solicitors.

11

United States of America.
Circuit Court of the United States.
District of Massachusetts.

Samuel S. Greene. in Equity
Vs.
William Bishop.

The Defendant excepts to the 5th, 6th, 7th, 9th, 10th,
13th, 14th, 15th, and the 16th, Direct Interrogatories, as
immaterial, irrelevant, and asking for opinions not
admissible

J. H. Lothrop (Def'ts Solicitor. —

Cross Interrogatories on the part of the Defendant.
in the above entitled suit to be propounded to Alpheus
Crosby of Boston Loring Lothrop of Boston, Elbridge
Smith of Cambridge, and George Allen Jr. of Chelsea,
all of the Commonwealth of Massachusetts.

1st " How long have you known, and what
have been your relations with Samuel S.
Greene, the complainant in this suit, whether intimate
or otherwise — Please state fully?

2nd " Whether or not you have ever been associ-
-ated with him as a teacher? If Yes.

when and for how long a time?

3rd Whether or not, you had any knowledge of the complainant's work on Grammar prior to its publication?

4th When and for what purpose did you first see and examine the complainant's work on grammar? Whether or not it was at the complainant's request?

5th When and for what purpose did you first examine Covell's Digest of English Grammar? Whether or not it was at the complainant's request? Have you read the Digest entirely through? And if Yes, when did you first read it through?

6th Whether or not you have ever been consulted by Mr. Greene with reference to this fruit, or have been asked by him to examine Covell's Digest of English Grammar, or to compare that with Greene's book? If Yes, state fully the time and circumstances?

7th Please name the principal useful and valuable works on English Grammar, which you have examined and are familiar with? Also state which of

them you have read through, and when you first did so?

8th If you answer yes to the 4th direct Inter-
rogatory, Point out the pages, the Para-
graphs and exact passages in the Complainant's book,
containing the novel and original Points: and specify the
precise novel or original Points?

9th Have you or have you not known teachers
of grammar prior to the Publication of
the complainant's book, make use of some method of analysis
in their instructions in grammar?

10th Did you or did you not yourself, at any
time prior to the publication of Mr.
Greene's book, employ a method of analysis in teaching
grammar?

11th Were or were not methods of instruction
in analysis in common use among
teachers of grammar prior to the publication of the
Complainant's book?

12th Do or do not all methods of teaching
the Analysis of sentences resemble
each other?

13th

Have you or not known teachers of grammar, prior to the publication of the complainant's work, employ in their instructions a method of analysis very closely resembling Greene's?

14th

If you answer in the affirmative the last five interrogatories, or either of them, please state from what sources or Authorities these methods of analysis are derived?

15th

Have you studied the general subject of the elements and structure of language, in other books than those on English Grammar: If Yes, to what extent, and in what words, and from what authors?

16th

Did you or did you not first learn from Greene's book or books the analysis and elements of sentences, and the resolution of sentences into members and the nature of their construction, or any of such matters; If so, state what portion of such knowledge was new to you on the reading of Greene's book?

17th

How many different works on English Grammar have you examined? and what are the names of them all?

18th

Did you ever previous to seeing Greene's books

15

or either of them receive oral instruction or lectures on the nature of language and the elements and principles of general grammar? If Yea, when, where, and from whom?

19th If you answer the 9th, 10th, and 11th, direct interrogatories, then please state specifically in answer hereto, each and every portion of Covell which you deem quoted from Greene, and each and every idea, principle, term and arrangement in Covell you deem derived from Greene?

20th Do you or do you not think Covell's book a more desirable one than Greene's for the purpose of instruction in schools? And which of them would be preferred for that purpose, if there were no Copy right in question, nor any difference in the price, by judicious teachers of schools, who were not at all influenced by prejudice or partiality in respect of the compilers or publishers, nor committed to a preference between them?

21st Have you given any written recommendation of Greene's book. If Yea, when and for whose benefit?

22nd How do you esteem Greene's division of quotations into direct and indirect?

Is it correct? Is it original? Is what he calls an indirect quotation, a quotation, or is it not?

23rd

Specify what parts of Greene's terminology or his nomenclature is original with him?

J. H. Lothrop
Depts solicitor.

19

See the agreement of parties annexed to take
the deposition of Henry Williams Jr

June 20. AD 1835.

And now the said
Henry Williams Jr having been by me first
carefully examined and cautioned and
sworn, deposes and says in answer to the
several direct & cross interrogatories to the
Commission annexed, as follows

In answer to the first interrogatory he
saith.

Ans to Int 1.

I am thirty nine years of age, and am
a teacher by profession. I am Principal of the
Winthrop Grammar School of Boston & have been
ever since January 1838.

In answer to the second interrogatory he
saith

Ans to Int 2.

I suppose I am quite as familiar, ^{as} if not
more familiar, with ~~books~~ ^{than} as Grammar, ~~as~~ the
majority of teachers. Language has been my
study for years, not superficially, but the phi-
losophy of language. I have taught it all
the time since 1838.

In answer to the third interrogatory he saith,

Ans^d 3rd. I am familiar with them. I taught them as long as they were used in the Boston schools, about three years I should think. My acquaintance with the work was from teaching it, & I think began about the year 1848.

In answer to the fourth interrogatory, he saith,

Ans^d 4th. I do consider that they do contain novel & original matter. I consider the following points original.

1st Giving greater prominence to Analysis than to technical parsing

2. His Method of Analysis.

3. The division of sentences into elements, and the technical use of the word "Elements". Page 10.

4. Comprehending all the materials of sentences under five distinct elements. Page 10.

5. Characterizing as similar or dissimilar. Page

6. The division of all sentences into simple, compound & complex. Pages 14. & 15

7. The application of the same terms to the separate elements. Par. 95 & 113 for subject & predicate, and pages 70 & 71 for subordinate elements. Compound Elements, page 73.

8. Dividing attributes under three heads, class
quality, and action. Page 16.
9. Making these prominent by exercises.
10. Distinguishing attributes into two classes
assumed, & predicated, and showing the import-
ance of the distinction by appropriate exercises.
Pages 12 & 13.
11. Dividing the elements each into three
classes, first, second & third, & the definitions
of these elements. 1st Words, page 10, 2^d Phrases
page 84, 3^d Clauses page 127.
12. The expanding of one element into another &
showing that one is equivalent to another, is
a prominent feature & one of the best in the book.
This is hinted at by De Saey but Greene has
carried out the idea so as to make it of great
practical importance. See illustration see page
89 TP 184(a) page 93 TP 200, p.p. 95 & 96 TP 203 TP 205
a. b. c. and page 98. Change any twelve of the ad-
jective elements in the preceding examples into
equivalent forms of the first, and p 104 change
the following adverbs & equivalent phrases &
apply them in sentences of your own.

In answer to the fifth interrogatory he
saith.

I think from my studies & examina-
tions that if such a plan of a grammar

have published, I should have been among
the first to know it.

In answer to the sixth interrogatory of B.
Smith,

Ans. 6th

De Saey's book is suggestive but he only
affords materials here & there for a practical
line or grammar. He is distinctions & nomen-
clature are unlike Green's & very whimsical.
He divides propositions into

| | |
|----------------------|---|
| Divisions | } Subdivisions |
| 88 Page Deliberative | |
| Affirmative | } Interrogative, Hypothetical, Imperative,
Conditional & Disjunctive |
| Negative | |
| Imperative | } Absolute & Hypothetical |
| Plative | |
| Concessive | } Imperative, Plative & Concessive |
| | |

Then with respect to the relations which they bear
to each other, he divides them into three, Principal
(Complementary, Subjunctive Complementary, In-
cidental, Adverbial, Conjunctive, Subjunctive.

De Saey hints at the idea of equivalents.
Greene expands the idea, elaborates it & makes it
of great significance in analysis. What Greene
calls adverbial elements & objective elements
De Saey calls indiscriminate, Complementary
& the verb. Goodnow calls them adjuncts.

De Saey uses the term Proposition, in the
same sense in which Greene uses the word Sen-
tence. See De Saey page 125. The sentence on
the page he calls a complex proposition.

Greene would call it a complex sentence. Greene would call the subject complex in contradistinction to simple. De Saey calls it simple & complex. What Greene calls simple, De Saey calls simple & incomplete. What Greene calls complex, he calls simple & complex. He is complex subject & predicate with Greene is never simple. Greene's complex subject or predicate may be De Saey's simple.

These terms simple, complex and compound, Greene extends to the subordinate elements. De Saey does not. An archaic & old enough to study grammar at all can understand Greene, not so with De Saey. His analysis is puzzling, and in practice, after being studied out & understood, would hinder & embarrass the pupil. So that Greene has made none of De Saey which detracts in the least degree from his little & originality as an author.

In answer to the seventh interrogatory he saith,

by the way. I first saw Greene's analysis in the sheets. I then considered it original. I have since examined and used it as already stated, & have been confirmed in my opinion as to its originality.

In answer to the Eighth interrogatory

Ans 8th, he saith, I have.

In answer to the ninth interrogatory he saith,

Ans 9th

to consider that Lovell's Grammar contains all the points which I have stated to be original with Mr Greene, and the sheets numbered severally A 4, 5, 6, 7, 8, and 9, and annexed to my deposition contain a statement or table showing the particular points wherein I deem Lovell to have copied Greene; - the first column giving the point extracted from Greene, the second & third columns, the corresponding points & extracts from the first & second editions of Lovell, with references to the pages & paragraphs referred to in each work.

In answer to the tenth interrogatory he saith,

Ans 10th

Most certainly not.

In answer to the Eleventh interrogatory he saith,

That part of the book which refers to Analysis.

In answer to the twelfth interrogatory
he saith,

Quesk 12th

There is no essential difference. ~~His~~
His plan is not changed at all. He has
changed his definitions and terms some-
what. Lowell says in his preface to his
second edition, (a remark which he has inter-
polated without changing the date of his preface)
that he takes "the idea of treating the subjects of
a sentence as simple, couple, or compound,"
a remark which he did not find it necessary
to insert in his preface, the truth of which is not
borne out by an examination of De Saey but which
is proved to be untrue by the quotations cited by
me in the sheets annexed in answer to the
9th interrogatory, from Greene & Lowell. The
only term which ~~Greene~~ ^{Lowell} has borrowed plainly
from De Saey. But I can find in the term
Conjunctive Proposition, corresponding to the
relative clause or one introduced by a conjunc-
tion such as "that".

In answer to the thirtieth interrogatory
he saith

Quesk 13

In essentials, yes. One who is famil-
iar with Greene, will find all through both editions
traces of his ~~own~~ borrowing, which is some-
times changed to blundering. ~~Lowell speaks of~~

makes use of Greene's illustrations, sometimes slightly altering them. Carrell divides the material of sentences into three classes, the substantive, adjective, & adverbial; - a division adopted by all profound thinkers on the subject of grammar.

Here he copies Greene, uses his language plainly, but forgets or overlooks the fact that this division prescribes the Copula, in regarding the verb; - showing that he is not a profound student; & that he had no well digested plan of his own.

As another instance of his blundering, though he, Carrell, has divided sentences in his second edition into six elements, he still says on page 96; "write four sentences each containing the five elements."

The change in Carrell's adding in his second edition the distinction of inquiring for an attribute in connection with the assumed & predicated attribute, lessens the breadth & significance of Greene's distinction. This does not strengthen Carrell's claim to originality as an author, but rather shows how little he is able to generalize.

In answer to the thirteenth interrogatory he saith,

Ans 13.

I have already stated wherein the two editions differ & that they are essentially the same in that he has departed from

Greene in his second edition, he has not improved his work, as the last remark in the preceding answer illustrates.

In answer to the fifteenth interrogatory he saith

Ans 15,

The similarity is perfectly obvious to one acquainted with Greene's work. My first impressions of the similarity were strengthened by my subsequent examinations.

In answer to the sixteenth interrogatory he saith

Ans 16,

I have not, for want of time, made this analysis.

Cross Examination

In answer to the first cross interrogatory he saith,

Ans 17

I knew him as a teacher in one of the grammar schools in the City of Boston. I should think I had known him for about ten years. I met him occasionally, as a fellow teacher, & was on friendly but not on intimate terms with him; & for the last four years I have not met him more than once. I think it is a year since I saw him last.

In answer to the second cross interrogatory
he saith

Ans² 2^d x I have not, except that each
of us have been engaged as teachers for the
City of Boston, but in different schools.

In answer to the third cross interrogatory
he saith,

Ans³ 3^d x. Mr Greene showed me the proof
sheets of the first edition of his 'Analysis',
as before stated.

In answer to the fourth cross interrogatory
he saith

Ans⁴ 4th x I examined it then, at his request.

In answer to the fifth cross interrogatory
he saith,

Ans⁵ 5th x I first examined it last winter, but
not at complainant's request. I examined it for
the purpose of ascertaining whether it resembled
Greene's or not & this I did without the knowledge
or request of Greene, but at the request of my brother
who is a teacher, & who had been requested, as
he informed me, to examine it by Mr Lotthrop.
I have never read it entirely through.

In answer to the sixth cross interrogatory
he saith,

Ans 6x

I have not seen Mr Greene nor been
consulted with by him in reference to this
suit. After my examination of Cavell's work at
the request of Mr Lothrop, as already stated, Mr
Greene was informed, without my knowledge
or request, of the opinion which I had come
in reference to Cavell's work, & which I had
expressed. He then indirectly through a
mutual friend requested me to give him
my opinion on the work, & since then I
have corresponded with him on the subject,
writing him a short note to which ^{he} replied.

That was long after the time, when, as I un-
derstand the suit was commenced

In answer to the seventh cross interrogatory
he saith,

Ans 7x

I have examined Lindsay Murray, Abbott,
Alger's Murray, Gould Brown, & Fowler which I
consider the most useful & valuable. I have
also studied & examined, or both Parker & Fox,
Held, Kelly, Jones, Greene, & Lovell. In
other languages I have studied, Poptun's Greek
Grammar, Hahn's, ditto, — in the Latin, Adams,
Lumpt, Anderson & Hottel, Arnold's, — in
the French, Serath, Olenoff, Pinney, Taylor

Robertson; in Italian, Bachi & Olenoff, I
have derived great part of information from studying
Moore Tooke's *Elements of Paley, & Orlean's*
Rhetoric.

In answer to the Eighth cross interrogatory
he saith,

Ans to 8x I have fully answered this question
in my answer to the fourth direct interrogatory

In answer to the Ninth cross interrogatory
he saith,

Ans to 9x I have.

In answer to the Tenth cross interrogatory
he saith,

Ans to 10x I did.

In answer to the Eleventh cross interrogatory
he saith,

Ans to 11x They were

In answer to the Twelfth cross interrogatory
he saith,

Ans to 12x Before Greene's book was published
I should have said yes. Greene's method as I
have before stated is essentially original, &

more thorough than any previously or since
published, or in use to my knowledge.

In answer to the thirteenth cross interrogatory
he saith,

Ans to 13x

I have not

In answer to the fourteenth cross interrogatory
he saith,

Ans to 14x

I should say from the Analyses laid
down in Andrews & Goddard's Latin Grammar,
or Gould's Grammar, I mean by that that the method
most commonly in use might be found in, or
traced to those works.

In answer to the fifteenth cross interrogatory
he saith,

Ans to 15x

I have been in the habit for years of
examining every work of reputed authority that
came within my reach. The works that I
have particularly examined are enumerated
in my answer to the seventh cross interrogatory.
To those I add, as they just occur to me, French
or Language, & Peg's Anecdotes of the English
Language.

In answer to the sixteenth cross interrogatory
he saith,

Ans to 10x In my own instruction before the publication
of Greene's book, I used Gould Brown's analysis,
with some modifications of my own. The points
wherein Greene differs from him were new to
me. Those points are set forth in my answer
to the fourth direct interrogatory.

In answer to the seventeenth cross
interrogatory he saith,

Ans to 17x I have already fully answered this ques-
tion in my answer to the seventh cross interroga-
tory.

In answer to the eighteenth cross interrogatory
he saith,

Ans to 18x I did from Professor Channing
of Harvard University, while in College.

In answer to the nineteenth cross interrogatory
he saith,

Ans to 19x My answer to this question is contained
fully in my answer to the ninth direct interroga-
tory & in the schedule annexed, referred to in
said answer.

In answer to the twentieth cross interrogatory
he saith,

Quesd 20x I do not. I have no question but what Greene would be preferred, in the case stated, by judicious teachers.

In answer to the twenty first of interrogatory, he saith,

Quesd 21x I do not distinctly recollect whether I have or not. If I did at all, it was some years ago, & to Mr Greene & for his benefit.

In answer to the twenty second of interrogatory he saith,

Quesd 22x I consider it correct, but of very little importance, - of so little, that I have not examined as certain whether it was original with Greene or not. What Greene calls an indirect quotation is a quotation of the idea.

In answer to the twenty third of interrogatory he saith,

Quesd 23x I have already answered this fully in my answer to the 4th direct interrogatory.

Henry Williams, Jr.

1

5

11/11/11

18.

11. 1. 1.

Lyonsville

b. 72. Sentencing is done at

100

Green's Analysis

p. 15. P. 30. A hypocathesis is the construction of a subject and predicate, it is either a simple sentence or part of a complex or compound sentence

P. 27. A simple sentence containing but one inflection.

P. 28. A complex sentence containing more than one inflection.

P. 29. A sentence containing two or more inflections is a hypocathesis.

Structure.

P. 30. A sentence may be either a simple or a compound.

A simple sentence is a hypocathesis in which the parts are related in thought, but are not actually independent of each other in construction.

Donnell's 1st Edition.

p. 92. P. 140 A hypocathesis contains a subject & predicate. These may be either simple, complex or compound.

P. 142. A simple sentence contains but one inflection.

P. 142. A complex sentence contains more than one inflection.

P. 142. A compound sentence contains two or more inflections.

P. 144. Sentences in structure are either simple or compound.

A simple sentence is a hypocathesis in which the parts are related in thought, but are not independent in construction.

Donnell's 2nd Edition.

p. 92. Inflection.

P. 142. A simple sentence is one that contains only one inflection.

P. 142. Compound.

P. 142. A compound sentence is one that contains two or more inflections.

p. 94. Inflection.

Greene.

p. 196. D. 1121. & connect.

is the same as the
in thought and construction.

Spencer.

p. 84. The term phrase

is properly used to denote
any combination of words
which does not form a single
action. Hence a complex
or compound element of the
first class is a phrase. But
in this work, the term will
be used more particularly
to denote an element of the
2^d class.

The element of the
second class is an infinitive
or a proposition & its ob-
ject.

Cornell's 1st Edition.

p. 94. A clause sentence

is the same as the
first class of the
and constructions.

p. 95.

A phrase is a col-
lection of words not forming
a proposition. But in the
English, it is limited to an
infinitive, or a proposition
and its object.

Cornell's 2^d Edition.

p. 111. Phrase.

p. 95. Rephrased.

Review

Fig. The compound sentence is a sentence in which the members and clauses which make up its structure.

Pr. 10. A sentence may contain five distinct elements. Of these, two are indispensable to its formation, & are hence called Principal Elements. These two are ~~the subject~~ subject & predicate or those hence called subordinate elements.

Attributes

Pr. 11. The attribute is the word or words which modify or qualify the subject, predicate, or other members of the sentence. These are called attributes, and are of three kinds: 1. Qualitative, 2. Quantitative, 3. Descriptive.

Review 1. 1. 1. 1.

Pr. 12. The elements of the compound sentence are the members, clauses, or phrases.

Pr. 13. A sentence may have five distinct elements: two, principal, and three, subordinate.

Pr. 14. All attributes are of three kinds: 1. Qualitative, 2. Quantitative, 3. Descriptive. These are called attributes, and are of three kinds: 1. Qualitative, 2. Quantitative, 3. Descriptive.

Review 2. 1. 1. 1.

Pr. 15. The parts of the compound sentence are the members, clauses, or phrases.

Pr. 16. A sentence may have five distinct elements: two, principal, and three, subordinate. These are called attributes, and are of three kinds: 1. Qualitative, 2. Quantitative, 3. Descriptive.

Pr. 17. All attributes are of three kinds: 1. Qualitative, 2. Quantitative, 3. Descriptive. These are called attributes, and are of three kinds: 1. Qualitative, 2. Quantitative, 3. Descriptive.

1840

family and it is the
only, he has about
to the following manner.
The subject of the paper
is speaking, on the
an address, to what
a provisioned, probably the
Chap. end of the
other speaking, he has
after the address and
address - the provision
proposed.
The other than a man
proposed of each of
the following subjects.
About the time as to
and as the as
provisioned property.

1840

1840

April 7. AD 1855,

And now the said
Eldridge Smith having
been first duly examined and sworn, deposes
and says, in answer to the several direct
and cross interrogatories annexed to the fore-
going Commission, as follows

To the first interrogatory the deponent
saith,

Ans to 1st

My age is thirty seven years, and I
am ^{the Master of} a teacher in the Cambridge High School

To the second interrogatory the deponent
saith,

Ans to 2

I have been familiar to a consid-
erable extent with the principal works on
English Grammar. ~~knowing~~ All the
works on that topic for the last ten years which
have come to my knowledge I have examin-
ed and studied more or less. I have not
taught the English Grammar specifically
only so far as it is included in the teaching
of the English Classics. It has been taught
in the school over which I have had
charge for the last ten years. The select-
ion of the books taught & the superintendence

of the instruction has constantly devolved upon me.

To the third interrogatory the Depoant saith,

Ques 3. I am familiar with the Complainant's work inquired of. I first became acquainted with it on its appearance in 1848. We were then selecting books for our school. I examined this work for the purpose of ascertaining its character and considered it the best adapted to the wants of our school of any that we could find.

To the fourth interrogatory the Depoant saith,

Ques 4th. I do consider ^{that} the works of the Complainant contain a large amount of original matter. I remarked on their ^{first} appearance that I considered they sustained the same relation to the science of English Grammar as the works of Colburn on Arithmetic did to the science of Arithmetic, - and that is my opinion at the present time. The original points I conceive to relate to the analysis of the language. I regard the whole subject of analysis as developed

2
45
by Mr Green, & applied by him to the structure
of the various forms of English sentences except
so far as the general outlines had been indicat-
ed by Desacy & some other grammarians.

The terms, elements of a sentence, basis,
coordinate & subordinate elements, simple,
complex and compound elements, materials
of a sentence, five elements of a sentence,
principal & subordinate elements, objects &
and their attributes, simple, complex and
compound sentences, copulative, adversative,
and alternative clauses, I regard as original
with Mr Green, in the senses in which they
are used in his books.

In answer to the fifth interrogatory the
Deponent saith,
Ans to 5th I think I should.

In answer to the sixth interrogatory the
Deponent saith,
Ans to 6th I consider the resemblance as
very general in its character, and not as
such as to deprive Mr Green of the merit
of originality.

I do not think there is any re-
semblance in those particular points.

In answer to the seventh interrogatory the
Deponent saith,

Ans to 7th

I first saw them in 1848. I
did then entertain the opinion that ^{they} were
original and at the time expressed the
opinion already stated by me in my answer
to the fourth interrogatory. I have ex-
amined them frequently and carefully since
that time and have even been more
impressed with their original merits.

My first opinion has not been otherwise
changed.

In answer to the eighth interrogatory
the Deponent saith,

Ans to 8th

I have.

In answer to the ninth interrogatory the
Deponent saith,

Ans to 9th

I consider that it contains the
greater part of those points which I have al-
ready mentioned as original with Mr Green.

In answer to the tenth interrogatory
the Deponent saith,

Ans to 10th

I do not think it possible
that he could. The similarity in language,

in many instances precisely the same language,
and the method of analysis adopted by him
is such, as seem to me impossible, but on
the supposition of a careful study by him
of Mr Green's works.

In answer to the eleventh interrogatory
the Respondent saith,
Ans to 11th I consider the Syntax to be
the most valuable, in which, as it appears
true, he has closely followed the method
of Mr Green.

In answer to the twelfth interrogatory
the Respondent saith,
Ans to 12th The second edition I have not
seen or examined. The first & third editions
I have somewhat carefully compared. The
third edition differs from the first so far as
I have observed in verbal changes in those
portions, which it would seem he had borrow-
ed from Mr Green.

In answer to the thirteenth interrogatory
the Respondent saith,
Ans to 13th The second edition I cannot
speak of. In the third edition the resem-
blance is slightly less in form, but not in

totally diminished in substance.

In answer to the fourteenth interrogatory
the Depoent saith,

Ans to 14th The difference between the first and
third editions is only a difference in phraseology,
so far as I have noticed, except that in the
third edition, he makes six elements of the sen-
tence instead of five, which he employs in the
first edition. I think these alterations render the
third edition less valuable than the first.

In answer to the fifteenth interrogatory
the Depoent saith,

Ans to 15th The resemblance I think is ob-
vious on the slightest examination. An examina-
tion of the table of contents alone seems to me
to bear a decided resemblance to the work
of Mr Green. My first impressions as to
the similarity of Mr Cowley's work to that of
Mr Green's were very much strengthened
by a more careful examination.

In answer to the sixteenth interrogatory
the Depoent saith,

Ans to 16th I take the following couplet from 'Milton'
"No came still evening on, & twilight gray"
"Glad in her sober livery, all things clad".

4
I propose to analyse this first according to the method of Mr Green; & the references are to the paragraphs in Green's Analysis.

This is a compound sentence p. 29.
Comprising two propositions p 30.
The first proposition is, "Now came still evening on."
The subject (p 31), is "Evening;"
the predicate (p 32) is "came on".
the complex subject (p 45) is "still evening."
the complex predicate (p 113) is "came on now."

The second proposition is,

"Twilight gray, & in her sober living, ~~thus~~
"All things clad."

The subject (p 31) is "Twilight"
the predicate (p 32) is "had clad"
the complex subject (p 95) is, "gray twilight"
Complex predicate (p 113) is "had clad all things
"in her sober living."

"Had clad" is limited by "all things,"
{ a complex (p 146), objective (p 117),
element (p 7) of the first class (p 10) }
also by the adverbial element (p 162)
of the second class, "in her sober living."

The above propositions are coordinate
(p 150) ~~proposition~~, united by the Copulative Connective
"and" (p 359).

Mr Correll's method is as follows—

The references are to the paragraphs in Mr. Correll's book, either the first or third edition.

This is a compound sentence. (p 142, 167)
comprising two propositions (p 156).

The first proposition is, "Now came still
evening on."

The subject (p 156) is "Evening".

the predicate (p 156) is "came on".

the complex subject (p 160) is "still evening".

the complex predicate (p 160) is "came on now".

The second proposition is

"Twilight gray had in her sober lying
all things clad."

The subject (p 156) is, "Twilight"

the predicate (p 156) is "had clad"

the complex subject (p 160) is, "gray twilight"

the complex predicate (p 160) is, "had clad all
things in her sober lying."

"Had clad" is limited by "all things,"

a limitation of the first clap (p 162) —

also by the phrase "in her sober lying",

a limitation of the second clap (p 162)

The above propositions are coordinate (p 209)

united by the coordinate copulative "and" (p 209)

The results of their two analyses are the same, and although the analysis of this sentence does not involve all the technical terms —

played by Mr Green, and which I conceive to be equal with him, ~~an~~ analysis of a longer sentence would develop essentially, if not precisely, the same resemblance. If however the analysis be conformed to Gould's third edition there would be six elements of the sentence instead of five, as in the first.

The technical words used in both books are the same. No difference of any importance now occurs to me.

I do not know of any book which lays down an analysis similar to this or the result of which would be similar to this.

The same technical words are not used in the same sense in any other book with which I am acquainted, - and if then results or technical words were to be found in any other book, I think I should have known it.

In answer to the first of the interrogatory the Deponent saith,

Test 1st X. I have known Mr Greene ten or twelve years, as a teacher. During some portion of the time I have been somewhat intimately acquainted with him. I have no relations with him whatever except those of acquaintance.

In answer to the second cross interrogatory
the Dependent saith,

Ans'd 2x

I never have been.

In answer to the third cross interrogatory
the Dependent saith,

Ans'd 3x

I knew that he had such
a work in course of preparation. I never
saw anything more than the Grammatical
chart published by him the year previous.

In answer to the fourth cross interrogatory
the Dependent saith,

Ans'd 4x.

I first saw it & examined it
in 1845 with reference to the purpose of introduc-
ing it into my school. I do not remember
any request by the Complainants.

In answer to the fifth cross interrogatory
the Dependent saith,

Ans'd 5x

(E.W.)

I do not recollect the precise
time, I should think it was two or three years
ago that I ^{first} noticed the work. The first notice
I took of it was from the professional interest
I had in grammar, & not from the Complain-
ants request. I have not read it though
consecutively. I have examined more especially.

[Signature]

the report.

In answer to the sixth cross-interrogatory
the Depoent saith

Ans to 6x Mr Greene mentioned some
some months ago that he thought of sum-
mouing me in a suit which he had com-
menced, as I understood him, against
the Publishers of Corvell's Digest. He ap-
prised me of the fact, asked me if I had
noticed the resemblance which Mr Corvell's
work bore to his. I told him I had. He
conversed on the subject but a few moments.

I have not seen him since. He asked
me to compare the first and second editions
of Corvell's book; I do not recollect of his
saying anything about comparing it with
his, though he may have done so.

In answer to the seventh cross-interrogatory
the Depoent saith,

Ans to 7x I am acquainted with Murray,
in several forms, Smith's, De Sacy's, Lathams',
Wells's, Kelly's, Clarke's, & Chandler's, These
are all that occur to me at present. I

cannot say that I have read any one of
them though in consecutive order, I have
had occasion to study them as a jurist

that is Murray & Smith, and to use as a teacher all the others that I have mentioned either as a text book or by way of reference.

In answer to the eighth & interrogatory
the Deponent saith,

Ans to 8x.

The method of Analysis in the form in which it is presented by Mr Green & in the extent to which he has carried it is regarded as original with him. The technology of his system, as stated in my answer to the fourth direct interrogatory, I have not been able to find in any other work on English Grammar. I have specified in that answer what, in addition to the mode of analysis which runs through the whole work, I consider the original or novel points, & these may be found set forth as follows;
Elements of a sentence page 10, par^{ts} 7.
Five elements of a sentence, principal & subordinate elements, first, second & third clauses of elements, p 10, par^{ts} 8, & 9.
Complex sentence, compound sentence, page 15, paragraphs 28, & 29.
Complement, pages 111, 112, paragraphs 237, 238.
Compound elements page 117, par^{ts} 241.

Complex sentence page 127, parth 263.
Principal & subordinate elements, basis, page 70, par^s 144,
146.

Objective elements page 58, par^s 118.
Alternative, Copulative, & adversative clauses
pages 177, 180, 181, paragraphs 361, 366, 370.

In answer to the ninth cross interrogatory
the Deponent saith

Ans to 9^x

I have not known it in English
Grammar

In answer to the tenth cross interrogatory
the Deponent saith,

Ans to 10^x.

Not in teaching English
Grammar. The method ^{of analysis} was employed to some
extent in the Latin Grammar

In answer to the Eleventh cross interrogatory
the Deponent saith,

Ans to 11^x

They were not, so far as my
knowledge extends

In answer to the twelfth cross interrogatory
the Deponent saith,

Ans to 12^x.

They do, more or less

In answer to the thirteenth cross interrogatory

the Deponent saith,
Ans to 13X. I never have.

In answer to the fourteenth cop interrogatory
he saith,

Ans to 14X I derived my method of
teaching the Latin Grammar from
Andrews & Stoddard's Latin Grammar.

In answer to the fifteenth cop interrogatory
he saith,

Ans to 15X I have to some extent, Hubner,
Lumpt, Self, Madvig, Crosby, Arnold are
the authors of grammars that I have studied
besides those already mentioned, These
relate to the Greek & Latin Languages.

In answer to the sixteenth cop interrogatory
he saith

Ans to 16X I did not derive my first notions on this
subject from Mr Greene's book. The ^{same} outlines of
analysis ~~were~~ ^{were} marked out in the Latin
Grammar of Andrews & Stoddard, & in that I
made my first acquaintance with the
subject, but the extent to which it is carried
there is quite limited & imperfect, when
compared with the perfect system & science

which Mr Greene has introduced into his work. I refer to my answer to the fourth direct interrogatory as setting forth what was new to me in Mr Greene's work.

In answer to the seventeenth cross interrogatory he saith

Ans to 17x I cannot answer this more fully than I have done in my answer to the 7th cross interrogatory.

In answer to the eighteenth cross interrogatory he saith,

Ans to 18x I did not except what instruction I received at College & at School.

In answer to the nineteenth cross interrogatory he saith.

Ans to 19x The paper which I have prepared marked L & which is herewith annexed contains a statement by reference to the several pages of Greene's & Correll's works of such portions of Greene's work & his ideas, principles, terms & arrangements which I deem to have been copied by Correll from Greene. The first column of figures in the paper L designates the pages in Greene's First Lessons, the second column the pages

paragraphs in Greene's Analysis, the third column contains the references to the ~~several~~ pages & paragraphs in Lovell's first edition wherein he has quoted from Greene, and the fourth column indicates wherein the first & second editions of said Lovell vary from each other; and the paper hereto annexed marked M was prepared by me and the column marked (1) is a copy of ^{the} sentences taken from Lovell's first edition, referred to in the third column of paper L, and the column marked (2) sets forth the corresponding sentences as they appear in the second edition of said Lovell's work.

He answers to the twentieth cross interrogatory he saith,

Ans to 20x

I prefer Greene's myself, and have never met with a thoroughly educated teacher with whom I have conversed on the subject, who did not express the same preference.

He answers to the twenty first cross interrogatory he saith,

Ans to 21x

I think I wrote a note of approbation to the Author when it first appeared

but am not certain.

In answer to the brief second interrogatory,
he saith,

Ans to 22x It seems to me just & well founded.
I do not know that I have met with it else
where; if so, it has escaped my observation.
I considered the indirect quotation to be a
form of quotation as he defines it.

In answer to the brief third interrogatory,
he saith,

Ans to 23x I refer to my answer to the fourth
direct interrogatory as my answer to
this interrogatory.

Elbridge Smith

Green's

Covell's First Book.

Covell's Second.

First Lesson: analysis

Page 13. Par. 20. Page 9. Par. 139. A sentence.

Altered

Page 87.

" 15. " 30

" 92. " 140. A proposition.

The same.

" 86.

" 14. " 27

" 92. " 142. Simple sentence.

Altered.

" 141.

" 15. " 28

" 92. " 142. Complex sen.

Altered.

" 162.

" 15. " 29.

" 92. " 142. Compound sen.

Altered.

" 120.

" 10. " 5.

" 95. " 146. Elements sen.

Altered.

" 82, 83.

" 11 " 15

" 102 " 153. Objects & Attrib.

Altered.

" 85.

" 12 " 16

" 103 " 154. Assumed attrib.

Altered.

" 86.

" 14 " 27

" 104 " 155. Simple sen.

Altered.

" 107

" 48 " 94

" 105 " 158 Simple sub.

The same.

" 107

" 48 " 95

" 106 " 161. Complex sub.

The same.

" 114

" 57 " 113

" 118 " 162. Complex cond.

The same.

" 141

" 15 " 28

" 112 " 166 Complex sen.

Altered.

" 162

" 15 " 29

" 114 " 167 Compound sen.

Altered.

" 75 Note.

" 115 " 168 Partial comp.

Altered.

" 120

" 10 Par 8.

" 116 " 169 Elements sen.

Altered.

" 70 " 144

" 117 " 170 Inf. prop. elem.

Altered.

" 84 " 178a

" 119 " 174 Phrase

Altered.

" 81 " 176

" 121 " 179 Material sen.

The same.

" 167 " 341

" 123 " 181 Abridged prop.

The same.

" 162

" 176 " 359

" 168 " 210 Coordinate clause.

The same.

" 189 " 400, 401.

" 181 " 221 Arrangement.

The same.

" 200 " 437

" 185 " 223 Equivalents

The same.

p. 201 & 440(c)
p. 142 p. 146

} Page 120 & 176

2

M

Covell's 1st Edition

(1)
A sentence is a thought expressed in words.

A simple sentence contains but one proposition

A complex sentence contains dissimilar propositions

A compound sentence contains similar propositions

A sentence may have five distinct elements two principal and three subordinate

All objects possess certain properties called attributes. These ^{attributes} are of three kinds action quality class.

The attribute of an object may be either assumed or predicated

A simple sentence contains but one proposition

A complex sentence contains dissimilar propositions

A compound sentence contains similar propositions

Covell's 3rd Edition

(2)
A sentence is a complete thought expressed in words

A simple sentence is one that contains only one proposition

A complex sentence is one that contains dissimilar propositions

A compound sentence is one that contains similar propositions

A sentence may have six kinds of elements two principal three subordinate and a connective

All objects possess certain properties called attributes. These attributes are of six kinds being state action mere limitation quality class.

The attribute of an object may be assumed affirmed or ingrained for

A simple sentence is one that contains only one proposition

A complex sentence is one that contains dissimilar propositions

A compound sentence is one that contains similar propositions

A partial compound sentence
has one of its principal elements
compound

A sentence may have five
distinct elements; two principal
and three subordinate

M.

A partial compound sentence
is one that has one or both of
its principal elements compound
A sentence may have six kinds
of elements; two principal three
subordinate and a connective

Deposition of George Allen Jr

The said George Allen Jr. having been first carefully examined and cautioned & sworn, deposes and says in answer to the several direct and cross interrogatories annexed to the foregoing commission as follows,

To the first interrogatory the Dependent saith,

Ans to 1st

My age is thirty eight years, and I am a teacher. I am the Principle of the Hancock School, a School for girls in the City of Boston.

To the second interrogatory the Dependent saith,

Ans to 2nd

I have made myself familiar with quite a number of grammars, and have been in the habit of studying and teaching English grammar & language for the last fifteen years or more.

To the third interrogatory the Dependent saith,

Ans to 3rd

I am familiar with the Complainant's analysis, & have been since its

first publication. I have acquired that fa-
miliarity by using it as a text book in my
school.

To the fourth interrogatory the
Exponent saith,

Ans to 4th

I do consider that the Com-
plainants said works do contain novel &
original matter. The particular points
which I deem ^{novel} & original are; - that every
sentence must consist of two or more of five
distinct elements; - two of which, the subject
& predicate, are essential to the construction
of every sentence, and therefore, by Mr Green
called principal elements. The other three
being dependant on these are called subordi-
nate elements, ~~and~~ Also, - that the component
parts of a sentence are words, phrases and
clauses, - Mr Green using the word 'phrase'
not in its ordinary sense, indicating ^{any} com-
bination of words which does not form a
proposition, but applying it only to the
preposition and its object, and the infinitive
word. His three subordinate elements
are either adjectival, adverbial, or objective
elements, each of which may be a word, a
phrase or a clause, also, that every subordinate

2. 87
clause, unless it be a direct quotation, is connected with its principal by certain conjunctions called by Mr Greene subordinate, or by conjunctive adverbs, or relative pronouns.

The novelty, in this last particular consists ~~not~~ in calling these connectives subordinate.

Also, - that every sentence is either simple, complex or compound. A simple sentence consists of one proposition, a complex sentence consists of dissimilar propositions, that is, of a principal & subordinate clause, & a compound sentence consists of two dissimilar propositions. The novelty is in this, that a complex sentence consists of dissimilar propositions.

Also, I think Mr Greene's Grammar novel & original in its treatment of the subject of abridged propositions; also, that each of the five elements into which Mr Greene divides sentences may itself be either simple, complex or compound. Also, that when an element is complex it is essential that one simple element stand as principal or basis, & that all others are subordinate to it. I consider the marked originality is in the use of the word basis. I think Mr Greene's work is novel also in making a distinction between assuming & asserting the union.

between an object & its attribute.

Ans to 5th In answer to the fifth interrogatory he saith,
The probability very strongly is that I should have known it.

Ans to 6th In answer to the sixth interrogatory he saith,
De Sacy divides his sentence into subject & predicate, but does not treat of the other three elements of speech as such. The only resemblance in these particulars between them is that both divide the sentence into subject & predicate. Both treat sentences as simple & complex but use the terms "simple & complex", if I remember correctly, in different senses. They both treat of abridged propositions but Milpeene much more fully than De Sacy.

Ans to 7th To the seventh interrogatory he saith
I saw the work in the proof sheets to a considerable extent, I had one of the earliest copies after it was published, & then formed the opinion that it was novel

and original in many essential particu-
lars. I have since used it constantly
in my school & my first opinion as to its
originality and usefulness has only been
confirmed.

Adams
Ans to 8th In answer to the eighth interrogatory
he saith
I have seen it and partially
examined it.

Ans to 9th In answer to the ninth interrogatory
he saith,
I think it does in the following
particulars; - in his treatment of sentences
in respect to form, as simple, couple &
Compound, particularly in the use of the
words similar & dissimilar, in the defini-
tion of couple & compound sentences; -
also in ~~the restriction~~ making the elements
of sentences consist of words, phrases or
clauses, particularly in defining and illus-
trating the peculiar use of the words
"phrase" & "clause"; also in making a
sentence divisible into five distinct elements,
two of which, subject & predicate, he calls
principal elements, and three, subordi-
nate, & in subdividing subordinate elements

into ajective, adverbial & objective;
Also in using the terms assumed and
asserted in defining the union between the
object & its attribute. In examining
Correll's Digest I was impressed with the
similarity of ^{the} terms employed by Correll
with those used by Mr Greene in his
grammar, & which I considered at
the time & still consider as original
with Mr Greene in their application.

In answer to the tenth interrogatory
he saith,

Ans to 10th

~~I think the similarity was~~
~~such that~~ I do not think he could.
My opinion is very strong from the
great similarity of the two works.

In answer to the eleventh interrogatory
he saith,

Ans to 11th

Those portions relating to ~~the~~
analysis of ~~the~~

In answer to the twelfth interrogatory
he saith,

Ans to 12.

I have examined the first & the
third edition, - but the second I have not

seen. I have examined the first but slightly. The only difference in the two that I now remember is that in the third a sentence is made to consist of six elements instead of five as in the first; and that in the first edition the elements are said to be words, phrases & clauses, & in the third ~~the~~ another element called a member is added.

In answer to the thirteenth interrogatory he saith,

Ans to 13,

I cannot speak as to the second edition. So far as I recollect, the third edition resembles Green Analysis as much as the first, with the exceptions stated in my answer to the 12th interrogatory.

In answer to the fourteenth interrogatory he saith,

Ans to 14th

I cannot speak as to the second edition. I have already pointed out the differences between the first & the third edition. I consider these differences of phraseology rather than of substance, so far as I have examined them, & the alterations are not of any marked value.

To the fifteenth interrogatory he saith,

Ans^r to 15th

The similarity is obvious on a hasty perusal. My first impressions were strengthened, & ~~the~~ ^{the} ~~results~~.

To the sixteenth interrogatory he saith,

Ans^r to 16th

I have analysed a sentence as requested, and the paper annexed & marked C contains my analysis according to the method of Greene, & the one marked D the analysis according to the method of Covell. The results are almost exactly alike, varying in one or two particulars.

The technical words are in both the same in every instance, except one I think, where the word "kind" is used in Covell for the word "class" used in Greene, each designating the same distinction, & also the expression "relative clause" used in Covell instead of "adjective clause" used by Greene, each designating the same distinction. ~~The exact words are~~ I know of no other work according to which the result would be the same in a majority of particulars. There would be similarity in some respects, but as a whole it would be a

different thing. Some of the technical words
are used in other books with the same
meaning, and some are not.

~~Series~~
In answer to the first cross interrogatory
he saith

Ans to 1^x

I first knew Mr Greene some
twelve years ago, while getting for college.
~~I have been exceedingly~~ My relations with
him may be considered intimate for
patients of the last dozen years. I never
had any business relations with him
whatever, - but my relations with him
have been such as naturally exist
between teachers in the same town or
city.

In answer to the second cross interroga-
tory, he saith,

Ans to 2^x

I never have.

In answer to the third cross interrogatory
he saith,

Ans to 3^x

I had.

In answer to the fourth cross interrogatory
he saith

Ans to 4x

I first saw his grammar in manuscript, or portions of it I should say, not the whole of it, while the grammar was in the process of publication. I don't recollect distinctly for what purpose, any more than I looked at it as a matter of curiosity. It was shown to me by Mr Greene.

In answer to the fifth cross interrogatory he saith,

Ans to 5x

I first saw it according to the best of my recollection during the present year, at the request of Mr Shaw the Complainant's counsel, for the purpose of comparison with Greene's grammar. I have not read it entirely through.

In answer to the sixth cross interrogatory he saith,

Ans to 6x

I don't remember that I have been consulted in regard to this suit and I don't remember that he ever asked me to compare the books. Mr Shaw asked me, as I have already stated.

In answer to the seventh cross interrogatory he saith,

75
Ques 7x

I have examined Murray's English grammar, Noah Webster's English Grammar, Alger's Murray's Grammar, Pond's Grammar, Parker & Hoag's Grammar, Gould & Brown's several works on grammar, Weld's & ^{also} Wells's grammars, Fowler's large work on English Grammar, ^{Smith's} and others which I do not now call to mind and have been & am at present familiar with Murray's, Alger's, Pond's, Parker & Hoag's, Gould & Brown's, Weld's, Fowler's & Smith's works. I do not know as I have literally read any of them "through". I have taught from them.

In answer to the eighth cop interrogatory:
he saith,

Ques 8x

In my opinion, the classification of Greene is novel & original, as stated in paragraphs 398-27-28-29. Also his employment ^{definition} of the terms, "declarative," "interrogative," "imperative," & "exclamatory" in paragraphs 393, 397; also, his peculiar division of sentences into five elements, two principal & three subordinate as stated in paragraph 8, & enlarged upon in various parts of the book; also in assigning ^{each of} the five elements, three distinct forms, called first, second & third classes, see paragraph 9

and this is treated of largely in several chapters; also, the peculiar meaning given to the word "phrase", as in paragraph 178 & note; also, in giving the names, adjective, objective, & adverbial to the subordinate elements, as defined by him, paragraph 93. 117, 125; also, that an attribute of an object may be assumed or predicated, paragraph 16. a.; also his treatment of alledged propositions, which, though not entirely new, is more full & complete than that in any work with which I am acquainted, sec 9. - 167 to 175 pages inclusive; also the variation of elements as shown in paragraph 194 & note a. In stating the number of the paragraphs I have generally given those ref. where the several topics are first mentioned or discussed.

In answer to the much exp. interrogatory he saith,

Ans^d 9x I ~~do not remember~~ I used a method of analysis which I derived from Andrews & Stoddard's Latin Grammar. That is the only analysis that I now remember to have been used. and this analysis is very slight compared to Mr Greene's.

In answer to the tenth cop interrogatory
he saith,

Ans 10x. I did, as just stated.

In answer to the eleventh cop interrogatory
he saith,

Ans 11x I am confident they were not in
common use.

In answer to the twelfth cop interrogatory
he saith,

Ans 12x They do in some particulars

In answer to the thirteenth cop interrogatory
he saith,

Ans 13x I have not.

In answer to the fourteenth cop interrogatory
he saith,

Ans 14x The only authority with which
I was familiar was Andrew & Stoddard's
Latin Grammar

In answer to the fifteenth cop interrogatory
he saith,

Ans 15x I have, chiefly in Andrew & Stoddard's
Latin Grammar & Beck's Latin Syntax,

In answer to the sixteenth cross interrogatory
he saith,

Ans't 16 x

I did first learn from Greene's
book what he styles the elements of sen-
tences, and the nature of their construction

In answer to the seventeenth cross interrogatory
he saith,

Ans't 17 x

I refer to my answer to the seventeenth
cross interrogatory, as my answer to this
interrogatory.

In answer to the eighteenth cross interrogatory
he saith,

Ans't 18 x

I never did, according to the best
of my recollection & belief.

In answer to the nineteenth cross interrogatory
he saith,

Ans't 19 x

Cozell's classification & definition as
stated in paragraphs 141, 142; - his em-
ployment & definition of the terms, "declarative,
interrogatory, imperative, exclamatory," - par-
agraph 141; also his division of sentences
into five elements, two principal, & three subord-
nate, as in paragraph 146, (169), also in
making the elements of sentences to consist of

words, phrases & clauses, - examples in paragraph 146, and that is treated of largely the same as in Greene in several portions of the book; also his employment of the term "phrase" paragraph 145; 3. & paragraph 146; also, giving the names adjective, objective, & adverbial to the subordinate elements, paragraph 169, page 117, - also, that the attribute of an object may be either assumed or predicated, paragraph 154, 1.2. ; also treatment of abridged propositions, paragraph 181; also the variation of elements, paragraph 176, 1.2. The references given show where the principal ideas, principles, terms & arrangements to which I deem taken from Greene are first stated in Lovell, -

In answer to the twentieth crop in interrogatory he saith,

Ans to 24 y

I prefer Greene's work for the purpose of instruction in schools. All I can say is that I have always preferred Greene's grammar to any other ^{with} which I am acquainted, & have seen no reason to change my opinion; and I have no reason to suppose that in this opinion I do not agree with other teachers generally.

In answer to the twenty first cross interrogatory
he saith,

Ans 21x

I have given one to Mr Greene at
his request; some four years ago, I should
say, perhaps longer ago, - and can con-
scientiously say that I gave it for the
benefit both of the public & of Mr
Greene.

In answer to the twenty second cross interrogatory
he saith,

Ans 22x

I esteem the distinction which
he makes a useful one to be brought
to the attention of scholars. It is not strictly
correct, because what he calls an in-
direct quotation is not literally a quota-
tion. I think the distinction is not
original with him, but am not sure

In answer to the twenty third cross interrogatory
he saith,

Ans 23x

It is the application of terms, & not the
words themselves, so far as I now recollect that
is original with him. The use ^{or application} of the words
"Elements," "immediately," phrase, assume or
assuming, basis, - adjectival element, objective
element, adverbial element, a partial compound

I don't think of any others now;

Geo. Allen, Jr.

United States of America
District of Massachusetts.

Be it remembered that by
virtue of the foregoing commission & re-
directed I did cause Elbridge Smith,
George Allen Jr & Henry Williams the
witnesses therein named to appear
before me at my office in the City of
Boston, and each of the said witnesses
having been by me first carefully examined
and cautioned and sworn, did give the fore-
going deposition by him subscribed in
answer to the several direct & cross inter-
rogatories annexed to said Commission, and
I do certify that in the taking of said
depositions all the directions contained
in said Commission were complied
with. In witness whereof I have hereunto
set my hand & seal this ninth day of
October AD 1855.

Edw. Hornin
U.S. Commissioner

Complex Sentence. Grammatical Analysis.

"In the Spring, the senses are delighted with the feast that is furnished on every field and on every hill."

This is a complex sentence (28, 395). "In the Spring, the senses are delighted with the feast" is the principal clause (111, 215); "that is furnished on every field and on every hill" is the subordinate clause (111, 215).—

"Senses" is the grammatical subject (94); "are delighted" is the grammatical predicate (111).—"The senses" is the complete subject (94); "are delighted with the feast that is furnished on every field and on every hill" is the complete or logical predicate (115).

"Senses" is limited (92, 96) by "the", an adjective element of the first class (11).—"Are delighted" is limited (92, 96) by the preposition "in", "in the Spring", an adverbial element of the second class (173), and by "with the feast that is furnished on every field and on every hill", a noun element (217, 257) of the second class (173); "with" is the connective (173, 179), "feast" is the object (111), and is limited by "the", an adjective element of the first class (11), the union of the object and attribute being assumed (16, 111).—"Feast" is also limited by the subordinate clause (266, 268), "that is furnished on every field and on every hill", an adjective element of the third class (111); "that" is the relative (266, 268) and also the subject of the adjective clause (285, 286); "is furnished" is the predicate (112), and is limited by the preposition "on", "on every field and on every hill", a noun element (217, 257) of the second class (173); "on" is the connective (173, 179), "field" and "hill" are the objects (111), limited by "every", an adjective element of the first class (11).

C.

Mr Allen's deposition

Complex Sentence. Covell's Analysis.

"In the Spring, the senses are delighted with the feast that is furnished on every field and on every hill."

This is a complex sentence (100). "In the Spring, the senses are delighted with the feast" is the principal clause (116); "that is furnished on every field and on every hill" is the subordinate clause (116).

"Senses" is the simple or grammatical subject (135); "are delighted" is the simple or grammatical predicate (139).—"The senses" is the complex or logical subject (111); "are delighted with the feast that is furnished on every field and on every hill" is the complex or logical predicate.—

"Senses" is limited (111-1) by "the", an adjectival element of the first kind (146). "Are delighted" is limited (112-1) by the phrase (145-3) "in the Spring", an adverbial element of the second kind (146), and by "with the feast that is furnished on every field and on every hill", a complex adverbial element of the second kind (163); "with" is the connective (177, 178), "feast" is the basis (176-2), and object (143-5), and is limited by "the", an adjectival element of the first kind (146), the union of the two being assumed (134-1); "feast" is also limited by "that is furnished on every field and on every hill", a subordinate or dependent clause (166) of the third kind (146); "that" is the connective (166) and also the subject of the subordinate clause (111), (167, page); "is furnished" is the predicate of the dependent clause, and is limited by the phrase (145-3), "on every field and on every hill", a compound (176-8) adverbial element of the second kind (146, 119); "on" is the connective (177, 178); "field" and "hill" are the coordinate (171) terms (170-2), and are limited by "every", an adjectival element of the first kind (146).

D. Mr Allen's deposition.

Greene v. Nichols

Depositions

District of Rhode Island

On this twenty eighth day of April
1845. personally appeared before me
Joseph S. Pitman the Commissioner
named in the annexed Commission,
Dana P. Coburn, who being duly sworn
according to law. to testify the truth the
whole truth and nothing but the truth
gave the following answer to the
several Interrogatories annexed to the
said Commission.

To the First Direct Interrogatory he says
I am thirty one. Teaching is my occupa-
-tion.

To the Second Direct Interrogatory he says.
I have read and examined many and
am familiar with quite a number.
I have been in the habit of teaching &
studying such works. Since 1843.

To the Third Interrogatory Direct. he says
I am acquainted with them. I am very
familiar with them. I saw them ^{the}
spring of 1848. early in the ~~spring~~.

examined the works & have since taught them.

From Tom the Direct Interrogatory he said.

I do consider them to contain very much of such matter, and a great deal of such matter. I cannot state his precise number of points, I can mention many of them. The first which I will mention as in my view original is, that instead of confining the attention almost exclusively to the separate words which are used in discourse as previous writers on English Grammar had done the author of these works presents each sentence as a whole designed to express a thought, and each word or group of words which is employed to express any part of the thought as an element of the sentence.

Another point of originality is that he has developed, exhibited and classified these sentences and their elements, in a manner which is new, complete, systematic and symmetrical, yet at the same time simple.

As another point or rather in explanation of this I will mention the full

owing peculiarities of classification.
Sentences are of three kinds viz. simple,
complex, and compound.

950 Elements are classified in five
ways First as principal and subordinate
Second as of five kinds, subject, predicate
adjective element, objective element, and
adverbial element, ^{Third} as being of three classes
viz. words, phrases, and clauses, Fourth
as simple, complex, and compound,
Fifth as similar or dissimilar, that is
of equal or unequal rank, or coordinate
and subordinate. Consequent upon this
last a division of the connectives, which
bind these elements together into two classes
coordinate and subordinate.

Again in developing this system
he has devised many new terms, or employed
others with new applications, such as
elements of a sentence; principal and
subordinate elements; coordinate and subordinate
elements; similar and dissimilar elements.
Similar and dissimilar propositions, rank
of elements; basis of an element; materials
of sentences; assumed and predicated
attributes; partial compound sentences;
abridged propositions; simple, complex
and compound applied both to elements and

sentences. phrase constructed & a preposition
& its object; different degrees of subordina-
-tion; attributes of action quality and class,
equivalents

He is also original in many of his
definitions and statements. as that of com-
-plex sentence. See First Lessons in Grammar
in book annexed marked A. pages 82. 141.

in the passages underlined & marked at
margin. No 1. See also Success et analysis.
in Book annexed, marked B. page 15 in
the passages underlined & marked at margin
No 1.

Again that of a compound sentence
in Book A. 82^d page. 162^d page. passage 2.
marked No 2. in Book B. page 15. passage
marked No 2.

Again elements of a sentence.
in Book A. page 81. passage marked No 3.
in Book B. page 10. paragraph 7. marked No 3.
in Book A page 120. passage marked No 3.

Again principal and subordinate
elements. in Book A. pages 81. 82. passage
marked No 4. ^{Book A.} page 121. passage marked No 4
in Book B. ^{page 10.} paragraph 8. passage marked No 4.

Again that of a preposition see Book
A. pages 81. 87. 89. passages marked No 5.
in Book B pages 15. 17. (paragraphs 30. on page 46) passages

marked No 5.

Again that of adjective element, see Book A page 107. passage marked No 6. see Book B, page 48. paragraph 93. passage marked No 6.

Again that of sigmatic element. see Book A page 114. passage marked No 7. see Book B, page 58. paragraph 117. passage marked No 7.

Again that of adverbial element. see Book A, page 116. passage marked No 8. see Book B, page 62. last two clauses of paragraph 125. passage marked No 8.

Again that of phrase, see Book A page 127. passage marked No 9. see Book B, page 84. paragraph 178. and note there to. passage marked No 9.

Again that of clause. see Book A, page 141. passage marked No 10. see Book B, page 127. paragraph 262. passage marked No 10.

Again that of complex element, see Book A, page 121. passage marked No 11. see Book B, page 69. paragraphs 142. & 143. page 70. paragraph 146. passage marked No 11.

Again that of compound element Book A, page 121. passage marked No 12. see Book B, page 79. paragraph 151. passage marked No 12.

Again that of coordinate and subordinate elements see Book A. page 121. passage marked no 13. see Book B. page. 73. paragraph 150.

930 passage marked no 13. page 70. paragraph 145. passage marked no 13. Again similar or dissimilar elements.

see Book A. page 121. passage mhd. no 14.

950 see Book B. see Book B. page 70. ^{pass of} paragraph 146 passage marked no 14.

Again coordinate and subordinate connectives, see Book A pages 79. 80. passage marked no 15. page 122. passage marked no 15. page 141. passage marked no 15. see Book B page 74. paragraphs 155. 156. 158. 159. note to 159. 160

950 Rule. ~~XI~~ passages marked no 15 also page 243. passage marked no 15.

Again similar and dissimilar propositions, see Book A. This term is used in various parts of the work. see for example Book B. 15th page. paragraphs. 28. & 29. passages marked no 1. & no 2.

950 Again rank of elements, ^{see} Book B. 73^d page. paragraph 150. (a) passage marked. no 16.

Again that of basis of element see Book B page 70. paragraph 144. passage marked no 17.

Again that of materials of sentences. see Book B. page 81. 82 paragraph 176 passage marked no 18.

Again that of assumed or mediated attitudes. see Book A. page. 85. passage marked

No 19. See Book B. page 12. paragraphs 16. & 18. passages marked No 19.

Again that of partial compound sentence. see Book A. page 122. passage marked No 20. See Book B. page 75. passage marked No 20.

Again that of abridged propositions see Book A. page 93. foot note. passage marked No 21. and generally by the definitions and statements in Section IX. Book B. ⁹⁵⁰ commencing on page 167. which is not throughout underscored in the Book. and also in Book A. pages. 93. 94. 96. 97. 98. passages marked No 21.

Again that of subordinate propositions. see Book B. page 127. paragraphs 259. 260. 261. passages marked No 22. See Book A. page 140. passage marked No 22.

Again that of complex subjects. see Book A. page 107. passage marked No 23. see Book B. page 48. paragraphs 94. 95. passages marked No 23.

Again that of complex predicates. see Book A. page 114. passage marked No 24. see Book B. page 57. paragraphs 112. 113. passage marked No 24.

Again that of equivalents. see Book B. page 200. paragraph 437. passage marked No 25. and the general method of presenting

The subject in Section IV commencing
on 200 page.

These peculiarities have enabled the
author to introduce many minor points
of originality such as his remarks on the combi-
-nation of elements, or methods of forming
complex elements see Book B, pages 162, 163
passages ~~marked~~ marked, no 26, paragraph
335; his illustrations of the methods of
expanding and abbreviating forms of
expression, see Book B, page 129, paragraphs
180 270, 271, 272, pages 200²⁰¹, paragraphs 440, 441,
pages marked no 27; his numerous and
varied exercises for practice in constructing and
remodelling sentences and elements, see
Book B, pages 133, 134, 140, 141, 145, 146, 147,
pages marked no 28, and numerous others
illustrations in different parts of the book; his
statements of the relative time indicated by
adverbial clauses, see Book B, page 149,
paragraph 312, page 150, paragraph 313, pages
marked^{no} 29; his headings of many of the
Sections or Lessons, see Book A pages 82, 85
120, & 200 form; see Book B, pages 141, 167, 200
and 200 form; his statement of the nature of
attributes, Book A, 83rd page, passage marked
no 30. Indeed the peculiarities I
have mentioned enable him to present

Almost every subject connected with English Grammar. from a new point of view; to present many original ideas, and introduce new forms of expression, with ~~his~~ ^{his} connection with his statements and illustrations of the points common to all English Grammars.

In the Fifth Direct Interrogatory he said
I think that I should become I have been in the habit of examining various works on the subject of Grammar and Language; have been employed extensively at Teachers Institutes and have attended Teachers Conventions in all parts of New England, where the subject of Grammar has been presented and discussed; and I have never heard the originality of Greene's system called in question, although it has been very often presented, in the Lectures & Instructions given at these meetings.

In the Sixth Direct Interrogatory, he said
I should say that Leacy analyzes sentences but in a very different manner from that adopted by Mr Greene. He does not as systematically arrange and classify them nor does he present their parts as elements

or systematically arrange and classify the phrases & clauses which compose them. He does not introduce the terms which I have named as originals with Mr Greene with but his, or true exceptions, and in those cases he does not give definitions resembling to any extent those given by Mr Greene. He applies the terms simple, complex, and compound to the subject and attribute of a proposition. But the distinctions which he draws between them are not the same as those given by Mr Greene. His simple subject may be either complex, or incoplex so that his complex subject or attribute is always regarded as simple. His chief division then is that the subject or attribute may be simple or compound and that the simple subject may be complex or incoplex. In Greene's system no simple element is regarded as complex nor is any complex element regarded as simple. De Lacy's distinction of compound and simple and the sub distinction of the simple into complex and incoplex he also remarks may be extended to the copellative and complement. De Lacy makes no division of sentences into simple, complex and compound.

To the Seventh Sweet Intenogatory, he said
As I said before early in the Spring of
1848. I did then form such an opinion.
It was that the work was original in
its character and design. I have made
subsequent examinations and studies
thereof. My first impressions of the originality
of the work, were confirmed & strengthened
by all my subsequent investigations

To the Eighth Sweet Intenogatory, he said
I have

To the Ninth Sweet Intenogatory, he said
Mr Covill's work contains most or all
of them.

To the Tenth Sweet Intenogatory, he said.
It does not seem to me possible that he
could have done so.

To the Eleventh Sweet Intenogatory, he said
I think those portions which treat of the analysis
and structure of sentences, for his work
does not in the other parts differ to any extent
from the ordinary grammars in use.

To the Twelfth Sweet Intenogatory, he said

The changes introduced into the second edition have reference chiefly to the part of the work which most closely resemble Mr. Greene's and for the most part consist in verbal changes in the definitions and forms of expression. In the Books herewith presented (marked C. 15-7). I have indicated with red pencil the sentences & parts of sentences the passages, which have been altered from the first edition to the second. In some places where an entire paragraph has been omitted or changed in all its parts (180) I have indicated it ~~in the books~~ by enclosing it in brackets. Where in one edition a word or phrase is omitted which is found in the other I have indicated the omission by a caret. And to indicate that examples for parsing & analyzing or that some illustration is omitted I have placed carets in the margin or in a vacant space between the lines. These identical books having been used by different persons and by myself for another purpose than that of indicating these alterations contain ~~some~~ various marks in ink or of a black lead, which do not refer to the changes in the two editions. On reading the above I find I have referred to the second edition of Court's work, I have

only seen the first third and fourth editions. The third & fourth seem to be precisely alike. The copy of the book here presented marked C is the first Edition & that marked D. is the fourth Edition.

Agreed to 3. P.M. at 3 P.M. Examination continued
To the Thirteenth Ennet Interrogatory results

There is not quite as close a resemblance between them though the essential features remain the same.

To the Fourteenth Ennet Interrogatory results

I have already indicated the alterations. The difference is almost entirely a difference in phraseology. My answers do not relate to the difference between the first & second Editions, but between the first & fourth as already stated.

A portion of them are merely changes apparently to correct some errors in typography in the first edition and in referring to articles in the first edition. Some of ~~these~~ new terms or statements are introduced into the fourth edition, for instance the connective is mentioned as an element of the sentence thus making the sentence contain six elements. see page 95 in Books C & D. He has mentioned six kinds of attributes instead of three see page 102. of same books, instead of saying that an attribute

may be assumed or precreated, as in the
first edition he says, it may be assum-
-ed, affirmed or enquired for. He has inserted
one or two new notes mostly unimportant in
their character. see 12th page Book D. He
has erased paragraphs in one or two instances
and substituted others in their place, or
altered the order of arrangement, as for instance
pages 117 & 118. Books C & D. pages 153. & 154.
same Books. pages 171. same Books. He has altered
the terminology of several of his definitions either
by inserting ~~or striking out~~ ^{or altering} ~~words~~
or altering some comparatively unimportant
words; ~~he~~ has omitted the chart of sentences
which was prefixed to the first edition. He
has annexed to the ~~fourth~~ ^{fourth} Edition, an analytical
chart of sentences their parts and elements.
He has made some alterations in the last five
paragraphs of his preface. These last are not
marked in the Books D & C. The alterations
certainly do not add to its value. The
changes in terminology or not as a general
thing make the language more expressive or
elegant. The new distinctions which he has
introduced by increasing the number of
elements, and classes of attributes, are
at best of but doubtful utility and as he has
not changed his mode of analysis, and

has neglected to make the necessary changes
in all the parts of the book in which these sub-
950 ~~ject~~ ^{jects} are referred to, his practical exercises
950 ~~not~~ conflict with the altered definitions and
statements. see page 181, "order of the five
elements" Book I, page 185. ~~the~~ ^{the}
(950) exercise near the bottom of the page ¹⁸⁵ commencing
"right examples illustrating the natural order" as
page 96. occasion of your time, referring to
connective element. As illustrations of the
character of many of the changes in etymology,
I will refer to pages 17, 18, 92, (Art 142) 91, 119,
(Art 174) Dion, & I am illustrating the fact
that these changes have rendered the different
parts of the book incongruous I would compare
the changes made on the 17th page, with
those made in the 142^d Article on the 92^d page
950 & also ^{with} those made in the 174th Art. on the
119th page. I will also compare the
changed definition of the sentence on page
91 of the former Edition with the form he
has retained in his model of analysis on the
104th page. paragraph 177. also with that in
the model of analyzing on the 107th page
I cannot see that the alterations have
(950) ~~that~~ ^{not} altered its value very materially except
by introducing the new and comparatively
unimportant distinctions which I have men-

turned in the number of elements and
classes of attributes they have increased the
(950) ~~number of distinctions~~ difficulty of teaching and
mastering the systems.

To the Fifteenth Direct Interrogatory, No 20.
The similarity is obvious at the first glance

(950) They were ^{of course} ~~disappointed~~ & the more carefully
examined the work, the more clearly do I
see its resemblance to Greene's.

To the Sixteenth Direct Interrogatory, No 20.

"Good boys study diligently when they are
sent to school," is the sentence I will
analyze. First by Mr Greene's method. This
is a sentence because it is a thought
expressed in words. Book B. page 13, paragraph
no 20. Book C. page 81. first paragraph in

(950) Lesson XIV. It is a complex sentence because
one being ^{subordinate} to the other
it contains two dissimilar propositions. Book C.
page 82. second paragraph. Book B. page 15
paragraph ^{no} 28. Book C. page 141. paragraph second

page 140. last paragraph Book B. page 127. paragraph
nos 259, 260. The principal proposition is "Good
boys study diligently" It is a proposition because
it is a combination of a subject and predicate
or because it contains a subject and predicate.
Book C. page 87. first paragraph. page 89.

17
980 first paragraph under "models for analysis" Book B.
page 15. paragraph no 30. page 17. first
paragraph under "models for analysis" "Boys"
is the subject because it is that of which
the action "study" is affirmed or because
it is that of which something is affirmed.
Book A. page 89. second paragraph under "models
for analysis" page 87. second paragraph on the
page. Book B. 17th page second paragraph
on the page page 15. paragraph no 31. "Boys"
is limited by "good" which shows what kind
of boys and is an adjectival element of the first class
980 Book A. page 108. fourth paragraph under "models
for analyzing" Book B. 52^d page second paragraph
on the page. "Good Boys" is a complex subject.
"Study" is the predicate because it represents
the action affirmed of the boys. or because it is
of the subject.
980 that of which something is affirmed. See Book
A. page 108. third paragraph under models
for analyzing. page 87. third paragraph on
the page Book B. 52^d page first paragraph
on the page 17th page. paragraph no 32. "Study"
980 is modified or limited by "rapidly" "diligently"
which denotes how they study and is an adverbial
element. Book A. 117th page last paragraph
but two under model. 116th page last paragraph
on the page. or an adverbial element of the
first class denoting how the boys study Book

B 65th page last paragraph but one on the page. "Study diligently" is the complex predicate because it is the grammatical predicate with all its imitations Book B. 65th page last paragraph but two on the page 57th page 112th / 13th paragraphs. Book C. 114 page last paragraph but one on the page. I should have stated that the complex predicate is "Study diligently when they are sent to school" and that "when they are sent to school" is an adverbial element limiting study and indicating time. Book C. 148th page third paragraph under model. Book B. 148th page first paragraph on the page "When" is a subordinate connective joining the adverbial element which it introduces to the predicate of the principal clause. Book C. 148th page last paragraph under model. Book B. 148th page last paragraph under model. "They" is the subject of the subordinate proposition same reason and references as before; "are sent" is the predicate same reason and references as before. "to school" is limited by the phrase "to school" which shows where they are sent and is an adverbial element. Book A. 131st page 950. third paragraph from bottom. Book B. on an adverbial element of the second class. Book B. 103rd page 4th paragraph under "model"

also. 102^d page paragraph no 217. "are sent
to school" is the empty predicate, same reason
and reference as before.

(so this joint an adjunct took
place until 1/2 past 7 P.M.

1/2 past 7 P.M. Narration continued)

Second; analysis by Mr Coville's method.
This is a sentence because it is a thought
expressed in words. See Book C. page 91.
paragraph no 139. page 104. first paragraph
under 157th article. See Book D. page 104.
first paragraph under 157th article; because
it is a complete thought expressed in words.
9th page. 139th article (Book D).

a complex sentence because it contains
dissimilar propositions, one being principal
and the other subordinate, connected by the
conjunctive adverb "when". See Book C.
page 92. 142^d article third paragraph in the
article. page 112. last line on the page and
the first line on the 113th page. See Book
D. page 112. last line on the page. first line
on the 113th page; or it is a complex sentence
because it is one that contains dissimilar
propositions. 92^d page of Book D. 142^d article
third paragraph in the article. "Good boys
study diligently" is the principal clause.
and "when they are sent to school" is the subordinate

clause; clauses or members are the parts of com-
-plex or compound sentences. See Books C & D
page 93. Examples. The leading clause, "Good
boys study diligently" is a proposition because
it contains a subject and predicate, such

Books Cd D. page 92 140th article first paragraph
P.P. = apply in the article & 104th page. 157th article, ~~second~~ ^{third}

came in the first paragraph. "Boys" is the subject because it is that of which something is said. See Books C & D, page 92. ^{6th} line on the page, from the top. The subject is limited by the adjective "good" or by the adjective element "good" see Books C & D, page 96, first paragraph.

on the page; & page 107. Third line under model
of analyzing. See Book D, 190th page. the
line commencing with "in this sentence" under the
heading: "model of giving the kinds of elements."

"Good boys" is the complex subject, because it is the simple subject with all its limitations, see Book C & D, pages 107. ~~the~~ ^{the} same of the

Model of analyzing the sentence "Lofty cedars bend" 2nd page 106. 160th article, first paragraph in the article. "Study" is the predicate because it is that which is said of the subject, see Books C & D. 104th page, 156th article. 2nd paragraph in the article. It is limited by the adverb, "diligently" or by the adverbial element "diligently" see Books C & D. page 109. 2nd clause of the model of

analyzing the sentence "The bird flies fast,"
see Books C & D, 96th page, Unit paragraph on
the page. "study diligently" is the complex predicate
of the principal clause. "study diligently when
they are sent to school" is the complex
predicate of the entire sentence, which
reminds me that I should have stated in ana-
-lyzing the sentence by Mr. Sweeney's method
(950) that "study diligently" is the complex ~~predicate~~
predicate of the principal clause, and that
"study diligently when they are sent to school"
is the complex predicate of the entire proposition.
The complex predicate is the simple predicate
with all its limitations, see Books C & D, 106th
page, 160th article 2 paragraph in the article.
Of the subordinate clause, "they" is the subject,
same reason & references as before. "are sent"
is the predicate same reason & references
as before; the predicate is limited by the
phrase "to school" an adverbial element.
950 see ~~Books~~ of Place pages 164, 207th article
950 division III example 2, Books C & D, 190th page
fifth line from bottom sentence beginning
"in a river is" &c of Book D: "are sent to school"
is the complex predicate same reason & references
as before.

I will take as another sentence
"Tall oaks bend". The analysis by Sweeney's method

will be found in Book A. page 108. passage marked No 31. also in Book B. 51st & 52nd pages. also marked No 31.

Analysis of same sentence by Court's method. "Tall oaks bend" is a sentence because it is a thought expressed in words a simple sentence because it contains but one proposition a proposition because 980 it contains a subject and a predicate "oaks" is the subject limited by the adjective "tall". Tall oaks is a complex subject, "bend" is the predicate, see Books C & D. 107th page 1st paragraph under model of analyzing.

The results are very similar. The technical words used in both books are almost precisely the same. Court in his models of analyzing does not introduce the 980 word "element". Although his ~~assessments~~ ^{assessments} statements, definitions & explanations in other parts of the work, would seem to require the use of this term as the references I have made will show. It would not be the same by any other book. There would be differences 980 in technical terms ~~and~~ or in the definitions of them. and even were the analysis given ~~unac-~~ ^{unaccompanied} by definitions it would differ from that given by either of these methods. 980 The same book terms subject and predicate are used

in most works ~~that~~ speak at all of the structure of sentences the other terms are either not used or are used with a different meaning and are differently defined. I think I should have known it if they were to be found in any other book.

Cross Examination

To the First Cross Interrogatory he saith

I have known him since the spring of 1849. I first met him at a teachers institute in which I was employed as a teacher of mathematics.

I have since attended many teachers institutes & conventions at which he has been present, and he is now employed as a lecturer in the school of which I have charge. During this time I have been on friendly terms with him & for the last three or four years have been very intimate with him.

To the Second Cross Interrogatory he saith

I have already answered that in my preceding answer. I have taught with him at Institutes during the time I have mentioned, and except during the first term of the State Normal school, in Rhode Island of which I am principal he has been employed as a lecturer in that

School, that is for the last seven or eight months.

To the Third Cross Interrogatory he saith
I had no such knowledge of it.

To the Fourth Cross Interrogatory he saith
In 1848, I examined it because I had heard it highly spoken of by several of my fellow teachers. I don't know that I had any other special object in examining it than to acquaint myself with the improvements in educational works. It was not at his request. I did not then know him.

To the Fifth Cross Interrogatory he saith
I first saw it some four or five months since, I examined it at the request of the complainant. The object of my examination was to ascertain whether or not it resembled Mr. Smees work. I have read it through from beginning to end. I have read both the first and fourth editions carefully and have compared them sentence for sentence. I read what I regarded as its most important parts and probably read nearly all that there is in the first edition of the work when my attention was first called to it.

it and have read both editions through
in course within a few days. I cannot
say precisely when I did commence this
last formal and careful reading.

To the Sixth Cross Interrogatory, he saith
I have not been consulted at all by
him with regard to the suit. I have
been asked by him to examine Corbett's works
and to compare them with his own. I have
stated in my answer to the Fifth Cross Interrogatory
as nearly as I can, the time of my first
examination and the circumstances
which led me to make it.

To the Seventh Cross Interrogatory he saith
Mr Griener the complainant. I read his Ana-
-lysis through soon after I received it in 1848.
I have read his First Lessons through I cannot
say when I first did so. I read his Elements
of English Grammar immediately on its
publication. I believe that is the title of the
book. I read Wells' Grammar in 1846.
read it through there. . . Noah Webster's, while
at the Bridgewater Normal School in 1843.
I studied Gould Brown's. I have never
read through in course though I have read
much of it & have frequently referred to it.

pages I studied Smith's Grammar
also ~~first~~ when a schoolboy & have
read them through more than once

980? I have read De Saey's work on general
grammar ^{in 1845 or 1846, when at the Bridgewater Normal School} though I have examined
Comay's and referred to it often but
cannot say whether I have ever read it
through or not. I have examined more
or less carefully very many other works
the names of which I do not now
recall. As I have already said I have
examined Corvill's and read it through
Agreed to 1/2 part 2. P.M. on the 30th inst.

Friday April 30 1/2 part 2. P.M. Examination continued

To the Eighth Cross Interrogatory he sent
I have already answered this question in my
answer to the Fourth Direct Interrogatory.
to which I refer. To this I will add, that
his method of presenting the structure and
analysis of sentences is as a whole original
and forms a system differing from that of
any other author whose works I have seen
or read, excepting of course that of Mr Corvill.
I must add however that I have seen
some of these points in works which have
been published since the appearance of Mr Green's.

and I have no doubt that they were copied from it.

250

To the ^{Smith} ~~Eight~~ Cross Dutenogatory he saith

I have not known to come to do it, to any extent. I was taught & analyze by de Saey's method at the Bridgewater Normal School. With that exception & the exception of those who have been taught from de Saey's work and followed his methods. I do not know any such instances.

To the Tenth Cross Dutenogatory he saith

I gave some oral instruction by de Saey's method though I did not give much of it.

To the Eleventh Cross Dutenogatory he saith

To the best of my knowledge and belief they were not common. The subject was scarcely known among teachers of English Grammar.

To the Twelfth Cross Dutenogatory he saith

There are some points of general resemblance for instance all authors consider that a sentence must contain a subject and predicate or as in the case of de Saey, a subject, copula and attribute. But there are wide differences between them in most other respects. No one

prior to Greene had devised any systematic and complete method classifying the phrases and clauses which compose the sentence, or of reducing a sentence to its elements, and exhibiting their forms, offices, and relations.

To the Thirtieth Cross Interrogatory he saith,
I have known no teachers to do so prior to the publication of Mr Greene's works.

To the Fortieth Cross Interrogatory he saith,
I have answered this question in answering the questions referred to.

To the Fiftieth Cross Interrogatory he saith
I am ~~much~~ not much acquainted with other languages. I have read many works on the subject of language and general grammar. I have read Home Tooke, De Laey's work treats of general grammar. I have read Campbell's, Blair's, Newman's works. I have read works by Craik, Harris, French, and many others which I cannot now recall.

To the Sixteenth Cross Interrogatory he saith
250 I had learned the analysis ^{by} De Laey's method before seeing Mr Greene's. And before

8
27
That I know of no method which could
be termed a system of analysis I don't
know that I exactly understand the
meaning of the question, I don't understand
the expression "the analysis and elements of ~~the~~
~~things~~ into members." For my answer to the
latter part of this Interrogatory I refer to my
answer to the Fourth, Sixth and Eighth
Cross Interrogatories. I first learned the
things specified in those answers, and
many others of a similar kind, from
Greener's works.

To the Seventeenth Cross Interrogatory, to wit:
I don't know how many. I refer to
my ~~seventh~~ answer to the seventh and
fifteenth Cross Interrogatories. I have also
examined, Parker's, Fowler, Goldsby's
Bullions, Weld's and so forth.

To the Eighteenth Cross Interrogatory, to wit:
I did at the Bridgewater Normal School
from Mr Fillingham, ^{then} principal of said
school, in the years 1843, 1844, 1845
I ^{have} also heard lectures on those subjects
at teachers institutes and conventions
at Bridgewater, Quincy, and probably at
other places, from Horace Mann, William

B. Fowle, in 1845 & 1846 or 1847,

Issue Nineteenth Cross Interrogatory he says
I am not prepared to answer this fully
at the present time. I can now say
that Mr Corll's book contains most or
all the things which I have named
as original with Mr Greene. It presents
sentences and their elements in the same
way that Mr Greene does. It develops
and classifies them after Mr Greene's
system. It contains all the terms which
I have mentioned as original or original
in their application with Mr Greene and it
contains them with the same distinctions
and the same applications and with almost
precisely the same technical definitions.
Even in its details Corll's classification is
with very few exceptions the same as Mr
950 Greene's, ~~element~~ sentences are simple
complex and compound, elements are
principal and subordinate, they are the
subject, predicate adjective ~~element~~
objective element, & adverbial element.
to which in 4th edition is added the connect-
-ive element. Elements may be words
phrases or clauses; they may be simple com-
plex or compound. They are similar or

✓
dissimilar, & equal or unequal rank
or coordinate and subordinate, connectives,
are coordinate and subordinate. Corvill's
definitions of the terms which I have named
as original with Mr Greene are either given
in precisely the same words as those of Mr
Greene or they differ from them only
in words of secondary importance, so that
they are always the same in substance.
Moreover the more technical the definition
is, the more marked is the resemblance
and the technical expressions of the definitions
which have been altered in any of their
parts, are always retained. The headings of
940 many of his articles are the ^{same as the} most peculiar
ones of Mr Greene. There is also a very
marked resemblance in the examples
the illustrations he has given, and in the
general method of treating the subjects
of analysis. His models of analysis very
closely resemble Mr Greenes and are arranged
950 in ~~the same~~ ^{a similar} manner, to show peculiarities
of construction. Indeed as a whole Corvill's
system of analysis seems to be a reproduction
of Mr Greenes, and to have been derived
from his.

Adjourned to Tuesday May 7th at 4th part 2nd M.
Tuesday May 1. 1st part 2nd M. Examination continued

95^o Among the passages which I deem I have
or quoted in substance
been quoted, from Greene, are the definitions
of a diphthong, a proper diphthong, an improper
diphthong, a triphthong, a proper triphthong an
improper triphthong; see Book C. page 17, part
of Art 26. see Book D. page 17. part 2 article
26: definition of a word; see Book C & D. page

95^o 16. 1st line of 2nd article: Book C & D. conjugation
of the auxiliaries; see Book C & D. 65th page 1st
part of article 121. as far as to "note": Remarks;
on page 82^o Book C & D. 125th article. paragraphs
numbered 2, 3, 4.: classification of conjunctions;
Book C & D. 87th page. 132^o article: definition
of sentence; Book C & D. 98th page. 139th
article: Proper definition of proposition; 92^o page
Book C & D. 140th article first paragraph: Also
the last paragraph of the 140th article page 92.

Book C & D: classification of sentences with regard
to form and mode; Book C & D, 92^o page, 141st
article: The definitions in 142^o article on
92^o page. Book C & D.: Hereafter in this answer

95^o I refer to ^{both} Books C & D. unless I specify but
one of them. Classification of sentences
is declarative imperative, interrogative &
exclamatory; see 93^o page. 143^o article: see also
95th page. 3^o paragraph of article 145: see also
95th page 146th article, including general arrange-

=ment & the examples of words/phrases
and clauses, and excepting the "connective elements"
then and "members" mentioned in Book D.;

950 102^d page 153^d Article & 154^d page excepting
the attributes of being state and mere in-
-stative mentioned in Book D.; 103^d page
154^m Article; 104^m page 155^m & 156^m Article;
105^m page 158^m Article; 106^m page 160^m
Article; 161st Article; model of analyzing;
111^m page; 112^m page, 166^m Art.; 114^m page, 167^m
Article; 115^m page, 168^m Article; 116^m page,
169^m Article with the exception of the connective
element in Book D. also Book C. 117^m
118^m & 119^m pages. with the exception of 4 para-
-graphs. 174^m Article and subsequent note;

also page 120. as far as the 177^m article, Book C.;
950 also Book D 117^m page. 170^m Article, ^{118^m} ~~118^m~~
pages 171^m Article excepting last line of first
paragraph in the Article, 172^d Article

119^m page 174^m Article, 120^m page, 176^m Article;
950 ~~119^m~~ ^{119^m} ~~119^m~~ ^{119^m}
Refer again to both Books C & D., 121^m page

950 179^m Article; 123^d page. ~~123^d page~~ & 124^m page
181^m Article; 130^m page 187^m Article. remark

numbered 200 1. 153^d page, remarks num-
950 bered 3. 4. 5. : ~~153^d page~~ ^{153^d page} 199^m Article &
200^m Article; 163^d page 206^m Art. Remark
12th; 164^m page 207^m Art.; 168^m page
209^m Article, 210^m Article; 170^m page

2, 171st page 212th Article; 173^d page
213th Article. 185th page. 223^d Article;
186th page, note, excepting last two sentences
of first paragraph, last two sentences
of second paragraph, and the last paragraph;
his analytical chart of sentences page 219th
page Book D. is with the exception of the
third division of sentences, that is their
division in "structure" with its subdivisions; the
word "members" found in the classes of elements,
the connective and independent elements;
the statement that sentences are connected
by phrases & by incorporation; that the relation
of elements may be reciprocal or independent;
and the attributes of being, state, and mere
limitation, a mere summing up or abstract
of Greene's system as it is developed and
presented in Books A & B. I would state
that I consider the passages above referred
to are either directly quoted from Mr
Greene or are the embodiment of ideas
presented in his book and that they are
derived from that source, or that the
280 manner of
arrangement is derived from Greene. Unlike
280 most, ^{other} grammarians, so far as I recollect
unlike all others Greene places his article on
the derivation and composition of words before

giving the parts of speech. Could does the same. In the general I have mentioned

many of the terms which I deem to
980 have been taken from Greene in ~~that~~
950 ~~part of~~ my answer to the Fourth Sure &
Interrogatory. The terms which I have there
named as original with Mr. Greene are
I think all found in Corill, with the same
definitions or the same definitions in
substance. I think this is as full an
answer as I can now give to the question.
Many of his sentences quoted as examples

950 ~~These sentences~~ for analyzing are precisely
like Mr. Greene's or so nearly modelled
after them that I think they must have
been obtained from his works, as on the
175th page Book C & D, the sentence "although
the place was unfavorable nevertheless
Caesar determined to attack the enemy
notwithstanding he appears indifferently
his whole fortune is at stake" must
have been taken I think from the 159th
page of Book B. or the 153^d page of Book
A. The example on the 82^d page, 125th
article 3^d Paragraph. Book C & D. must have
been derived from the example on the 149th
page 312th Art. Book B. The expression
that one should steal is base = for one to
steal is base = to steal is base = stealing

is base; and early = before sunrise =
before the sun rose; and other expres-
sions of a similar character occur very
many times in all the Books. A B. C &
D. facts annexed. so that I think
Conll must have drawn them from
Greene. see for example page 129. Art
270. 271. 272. Book B; 95th page. 146th
Article Book C. and other places in all
the books.

To the Twentieth Cross Quaternary he said
I do not. Without any doubt
I think that Greener would be. Conll
definitions seem to me defective in many
respects. and ~~his~~ style is not as good
as Mr Greener. in many respects it is
decidedly faulty.

To the Twenty First Cross Quaternary he said
I think I gave the author one some
four or five years ago. for the benefit
I suppose of those interested in the work.
I gave it as an honest expression of my
opinion with the expectation that it would
be published or not as might seem
desirable to those interested in the work

Had no other motive in giving it
than a desire to recommend what I
deemed a valuable text book.

150 To the Twenty Second Cross Intergatory
he saith. I do not know as I exactly
know what ^{by his question} is meant; I deem it a
very proper division. I do not know
whether it is original or not. My
impression is that the term indirect
quotation is found in Whiston's treatise
on grammatical punctuation, but
cannot say whether it is found in
any other work, and I do not know whether
it is defined there or not. I think
what he calls an indirect quotation
should be called a quotation. I
have always regarded the distinction
between a direct & indirect quotation
a just one.

To the Twenty Third Cross Intergatory
he saith. I have already done that
in my answer to the Fourth
and Intergatory to which I refer.

To the Twenty Fourth Cross Intergatory

he saith. I am teaching the state
normal school of Rhode Island.
I have been so since its establishment
in the spring of 1854

To the Twenty fifth Cross Interrogatory he
saith. He is not. & never has been,
although he was Superintendent of
the Public Schools in the City of Providence

To the Twenty sixth Cross Interrogatory he
saith. I was not appointed by him.
He has not any such influence or
control any more than any other
educator would have. At the close
of the first term of the school he was
at my request appointed as a tie-
-titer on English Language which
office he still holds.

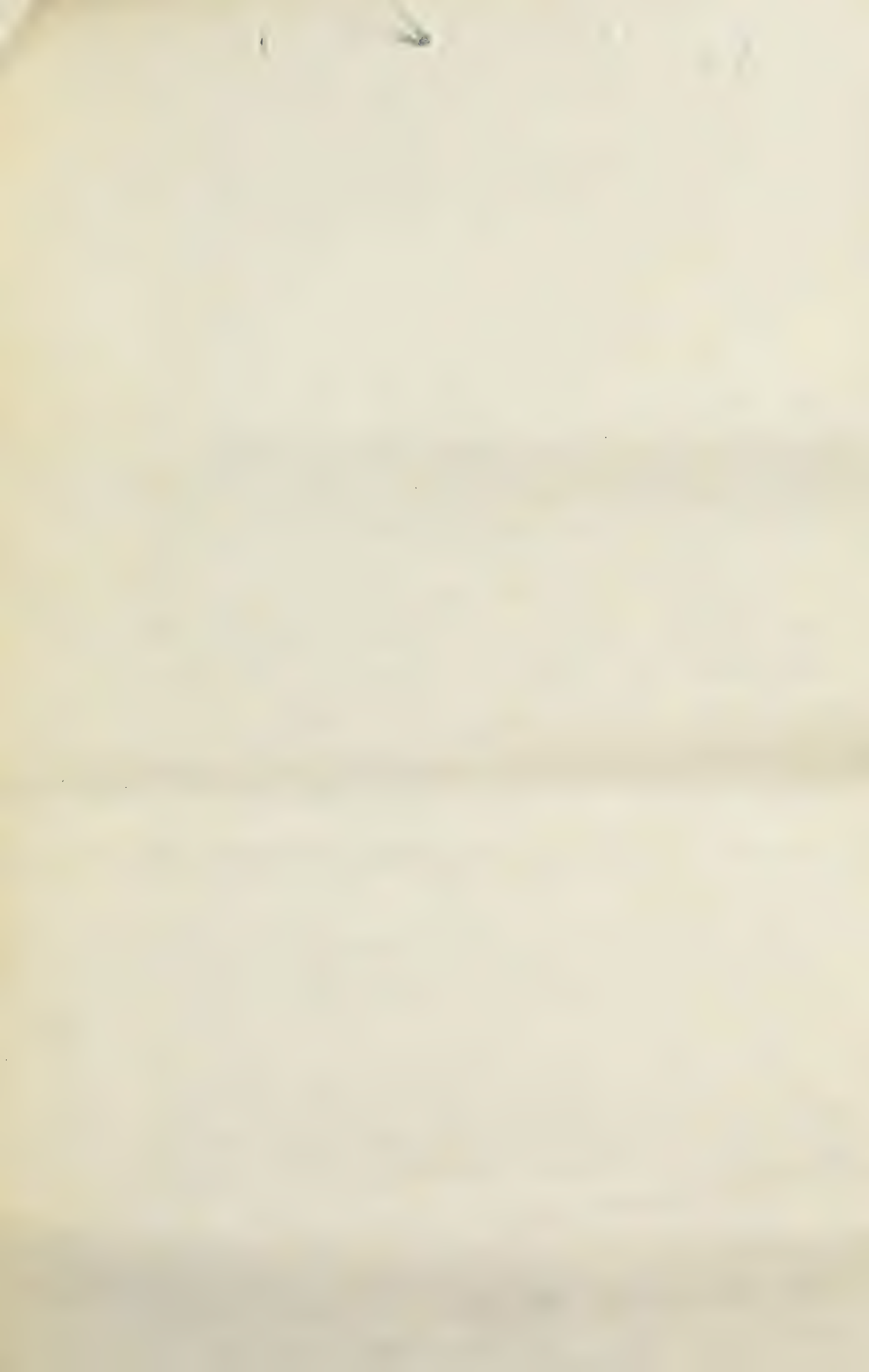
Dana P. Colburn.

Witness fees 3 days. 4.50
Travel 2 miles 1.00
\$4.50

Sworn to & subscribed before me on

this first day of May, A.D. 1855.

Joseph S. Menden
Commissioner.





District of Rhode Island
On this Twentieth day of April A.D.
1855: personally appeared before me
Joseph S. Ottman the commissioner
named in the annexed Commission
Zuinglius Grover who being duly sworn
according to law & testify the truth, the
whole truth & nothing but the truth
gave the following answers to the
several Interrogatories annexed to the
said commission.

To the First Interrogatory he said
Forty three years. earlier.

To the Second Interrogatory he said
I have read, examined, taught & many of them
I have been in the habit of studying & explaining.
It is twenty years since I first commenced.

250 ^{dupl}
To the Third Interrogatory he said. I am
not so familiar with his work, called the

Anders is although I have read it, but
am familiar with his first lessons in
Grammar, having taught it four or five
years.

The First Most Interrogatory Lesson
I do candidly think to contain such matter.
His analysis is original. The analysis is
rather logical than etymological. He
finds the thought contained in the
sentence, then the several ideas which
make up a complete thought when these
ideas are expressed in words or groups of words.
J 50. ^{This} ~~that~~ contain the substance of the
peculiarity of his analysis. I would illustrate
it in this way. In the sentence
"Louis Napoleon, Emperor of France, declares
that he will visit the Crimea". In this
sentence "Louis Napoleon" is the subject.
"declares" is the predicate which gives the
simple thought contained in the sentence.
Mr. Greene says "Louis Napoleon" the subject
is limited by the expression "Emperor of France"
which is an adjective element. Instead of
saying as other similar authors do that it is
limited by the word "Emperor" thus, giving
the restrictive or qualifying thought rather
than the name, the a part of speech.

As of the predicate "declares", Mr. Pease would
Q100 say that it is limited modified by all
that follows it in the sentence and calls
this modification an objective element.
Considering this group of words rather
than the word themselves as limiting the
predicate. This analysis gives occasion
for the use of new terms and new definitions
of old terms. The new terms, ~~which are~~
Q101 ~~has and are~~ elements, and old terms, used
with new definitions are sentence,
proposition, subject, predicate, similar,
dissimilar, phrase, element, objects, attributes,
subordinate, coordinate simple, complex
Q102 compound ~~that~~ The third point
in which he differs from others is in the
completeness and symmetry of his classi-
fication of sentences and parts of sentences.
Q103 Example. He ~~makes~~ divides sentences into
simple, complex, compound. He ~~makes~~
Q104 ~~sentences~~ ~~also~~ divides each sentence
into five distinct elements, each of which
may also be simple, complex, or compound.
All other things are included in these three points, I think.
Q105 The Fifth and Last Interrogatory he said
I ^{think} should have known it.

The Sixth and Last Interrogatory he said

I know of no points in which they
exactly agree. I may say this they resemble
it in a slight degree in the circumstances
but I would think, not at all in the
negative terms.

To the Seventh Direct Interrogatory he said
I first saw them about five years ago.
I did then form such an opinion that
they were original, I have made subse-
quent examinations and studies thereof
My opinion has not been changed.

To the Eighth Direct Interrogatory he said
I have

To the Ninth Direct Interrogatory he said
I think that his grammar contains
those original points.

To the Tenth Direct Interrogatory he said
I think he could not.

To the Eleventh Direct Interrogatory he said
Here particulars in which he agrees with
Mr Greene.

To the Twelfth Direct Interrogatory he said

2
He has changed the phraseology of many of his definitions and has added a few new terms. I do not think that his changes have improved the Grammar at all but rather injured it.

To the Tenth Sweet Introgatory he saith
I think in all essential particulars it does

To the Tenth Sweet Introgatory he saith
I have said the difference is in changing the phraseology of many of the definitions and (20) adding a few of ~~the~~ new ones. It is a difference in phraseology. They render it less valuable.

To the Tenth Sweet Introgatory he saith
It is obvious upon a hasty perusal, & using Arith's terms of definition & classification I should suppose that I was using Greene's they so nearly resemble each other. They were strengthened.

To the Tenth Sweet Introgatory he saith
I will take the sentence "The solid men of Boston have greatly distinguished themselves by their liberality." Sent by Mr. Green, Method. It is a sentence according to his definition on the 81st page of his that Lesson

(Bor A) which is "a sentence is a thought expressed in words." It is a proposition according to his definition on the same page, "a proposition is a combination of a subject and predicate". It is a simple sentence because it contains but one proposition, according to his definition of a simple sentence on the ^{9th} page. "Men" is the ^{simple} subject of the proposition because it is that of which something is affirmed according to his

definition of a subject on the 87th page. ^{9th} "The solid men" is the ^{simple} predicate because it is that which is affirmed of the subject according to his definition of a predicate on the 87th page. The subject "men" is modified by the words "the" & "solid" which are adjective elements according to his definition of an adjective element on the 107th page. It is also modified by the phrase "of Boston" (the definition of a phrase as here used is a proposition and its object) according to his definition of an adjective element on the 107th page. The expression "The solid men of Boston" is the complex subject because it is the simple subject taken with the words which limit it according to the definition of a complex or logical subject on the 107th page. The predicate "have been distinguished" is modified

by the word "greatly" which is an adverbial
element, according to definition of an ad-
verbial element on the 116th page. It is
also an objective element, according to the
definition of an objective element, on
the 114th page. It is also limited by the phrase
by "then liberality" which is an adverbial
element according to the definition of an ad-
verbial element on the 116th page.

Secondly Mr Crofts method, according
to the first edition of his book.

It is a sentence because, it is a
thought expressed in words, according to his
definition of a sentence on the 9th page
of Book C, or according to his revised edition (Book D)
it is a sentence because it is a complete
thought expressed in words. It is a proposition
because it contains a subject and predicate
according to his definition on the 92nd page of
Book C & D. It is a simple sentence because
it contains but one proposition according to
his definition of a simple sentence on the
92nd page of Book C, or because it is one
that contains only one proposition, according
to his definition, on the 92nd page of Book D.
9th. "Then" is the ^{simple} subject of the proposition, because
it is that of which something is said, accord-
ing to the definition of a subject on the 92nd

Q 50 page 7, Book C & D. "have distinguished
is the ^{simple} predicate because it is that which
is said of the subject according to the
definition of a predicate on the 92^d page
of Book C & D. The subject "men" is
limited by the word "the" & "wise" according to
definition on the 94th & 100th pages of
Book D & C. It is also limited by the
phrase (a phrase as here used is defined
on the 95th page of Book C & D. The a phrase
and its object) "of Boston" which is an adjectival
element, according to definition on the
95th & 107th pages of Book C & D. The
expression "the wise men of Boston" is the
complex subject ~~according~~ because it is
the simple subject with all its limitations
according to definition on pages 106 of Book
C & D.

Adjourned at this point to 12 part 7. P.M.

12 part 7. P.M. Examination continued.

The predicate is modified by "greatly" which
is an adverbial element according to
definition on the 96th and 106th pages of Book
C & D. It is also modified by "therefore" which
is an objective element according to definition

QSP on the 96th & 108th pages, of Books C & D, and it is also modified by the phrase "by their liberality" which is an adverbial element according to definitions on the 95th 96th & 109th pages of Books C & D.

QSP The results are similar. The technical words are nearly the same. ^{The result} It would not be dissimilar if the sentence was analyzed by the method set forth in any other book with which I am acquainted.

The same technical words are not used with the same meaning in any other book with which I am acquainted. I should be likely to know it if these results or technical words were to be found in any other book.

Cross Examination

To the First Cross Interrogatory he said

I have known him ten or twelve years

I have been intimately acquainted with him about four years. He has been the Superin-

QSP ^{most of} the time last named while I have been a teacher in one of the Public schools in Providence.

To the Second ^{Cross} Interrogatory he saith
I have not been associated with him
in that capacity.

To the Third Cross Interrogatory he saith
I did not have,

To the Fourth Cross Interrogatory he saith
It was I first saw and examined it
either just before its introduction as a
text book into the public schools of Providence
or when it had been thus introduced
I am not quite certain whether I ex-
amined it previous to its introduction or
whether it was put into the school and
thus came into my hands. It was intro-
duced four or five years ago. I did not first
see and examine it at the complainant's
request.

To the Fifth Cross Interrogatory he saith
I first examined it three or four weeks
since for the purpose of tracing its similar-
ity to Green's grammar. It was at
his request. I have not read the Syntex
entirely through. I have confined my
attention mostly to the Syntex.

To the Sixth Cross Interrogatory he saith.

I have been consulted by him with reference to this suit, not for the purpose of getting advice as to the expediency of prosecuting this suit, but simply with reference to the comparison of the two grammars. I have been asked by him to examine it & to compare that with Mr. Greene's book. I should think about three weeks since Mr. Greene stated to me the facts in regard to this suit & asked me to examine Correll's book that I might be prepared to testify in regard to the similarity of the two books.

To the Seventh Cross Interrogatory he saith.

I have examined Murray's, Bullions', Brown's, Wells', Farrum's, Wells', Chandler's, De Laey's, Smith's, Kalls'. I'll not name any other. I cannot state how many of them I have read entirely through nor the exact time when I first examined them my acquaintance with them has extended through a period of twenty five years.

I have either studied at school myself, or have taught in my own school Murray's, Kalls', Smith's, Brown's, Wells', Bullions', or Farrum's. It is not necessary to say Greene I suppose

The others above named I have examined sufficiently I think to learn their leading features. All of these I became acquainted with more than four years ago except Wells, Chandler's & De Saegh's. These last named I have looked over within a few weeks for the first time. I have also studied and examined, the more common Latin and Greek Grammars.

To the Eighth Cross Interrogatory he saith.

I have stated in answer to the Fourth Cross Interrogatory that I think Greaves analysis is rather logical than etymological; this may be illustrated by the Analysis of a sentence
250 which is on the ~~135~~ 135th page of Greaves First Lessons and of which analysis a model is given on the same page. He says "course" is the subject, & "has been distinguished" is the predicate. He then says that the subject "course" is limited by "the" and "whole" It is also limited by the phrase
280 ~~used~~ "of his life" a complex adjective element
250 = ment used to explain "the course". "life" is limited by "his" which denotes whose life. The predicate, "has been distinguished" is limited by the phrase "by general actions" showing how the "course of his life" had been

distinguished and is a complex adverbial
element. "Actions" is limited by "generally"
showing what kind of actions. In the above
sentence he does not name the words
giving the parts of speech to which they
belong but he gives the idea contained
in the words or groups of words & shows
their relation to the thought contained in
the sentence. On the 81st page of the
First Lessons, he uses the term (in the sixth
paragraph from the top) element of a sentence
This term I have never seen used with a
similar signification in any grammar
except Greener and Coulls. On the 82nd page
the 3^d & 4th paragraphs from top, he defines
a complex and a compound sentence in a
way different from ~~that~~ which I have seen

J.W. ~~it~~ in any other grammar except Coulls.
On the 83rd page, the last three paragraphs on that
page, he has defined and illustrated the
term attribute I think in an original way.
On the 107th page, including nearly the whole
page, he has shown how the subject may
be restricted in its application and has
also defined an adjective element, in a
J.S.P. way I think peculiar to himself & ~~Coulls~~
On the 114th page, & the last paragraph on the
page, he has defined an objective element,

& on the 160th page in the last paragraph on the page he has defined an adverbial element, both of these definitions are much anything that I have seen in any other grammar. I have said in my answer

To the Fourth Sweet Interrogatory that he differs from other authors in the completeness and symmetry of the classification of sentences and parts of sentences. Thus on the 82^d page the first three paragraphs from the top he has divided sentences into simple, complex, and compound, and defined each,

95P

On the 140th page, & ~~the 2^d page~~ & 141st page the last two paragraphs on the former & the first four paragraphs on the latter, & the first five paragraphs on the 162^d page he has shown how the complex and compound sentences are formed. In the last paragraph on the 120th page & the whole of the 121st page he has shown how the same principle of classification applies to the elements of sentences, as well as to the sentences themselves thus exhibiting a uniformity ^{and completeness} of analysis which I think we find in no other author.

95P

To the Ninth Cross Interrogatory he says I had known methods of analysis but none similar to the complainant's

To the Tenth Cross Interrogatory he said.
I did not to any great extent.

To the Eleventh Cross Interrogatory he said.
According to my knowledge, they were not
in general use.

To the Twelfth Cross Interrogatory he said.
They do in some particulars but not
in all.

To the Thirteenth Cross Interrogatory he said.
I never have.

To the Fourteenth Cross Interrogatory he said.
There are methods of analysis given in Andrews
& Stoddards Latin Grammar, in Wells's Gram-
=mar. I don't think of any other. I might
say many teachers may have had methods
peculiar to themselves.

To the Fifteenth Cross Interrogatory he said.
Not to any great extent. I have studied
works on Rhetoric, Campbell's, Whately
Newman, Boyd,

To the Sixteenth Cross Interrogatory he said.
It is difficult to analyze or state where I

did get all my first ideas. But I am sure most of them were derived from Greene's works.

To the seventeenth Cross Interrogatory he saith. As far as I remember I have answered that question in my answer to the Seventh Cross Interrogatory.

To the Eighteenth Cross Interrogatory he saith. I do not remember that I ever did, except such instruction as I received from the various teachers in schools, academies & professors in college, which I attended. I can't state all the teachers, those in Phillips Academy at Andover, in Leicester Academy, and the Professors in Brown University.

Arrived at Tuesday at 12 M. but at 6 P.M. May 1, and examination continued.

To the Nineteenth Cross Interrogatory he saith.

The definition of a sentence on the 91st page in Book C. is the exact definition of Greene. In Book D. page 91. it has been changed only by the introduction of the word "complete" which in my view does not alter at all its signification. This definition I find in no other grammar which I have examined exactly the same. On the 92nd page of Books C & D. in the fifth paragraph from

top he has divided the subject and predicate into simple complex and compound which is Greene's division. This I find in no other grammar which I have examined. On the 92^d page of Book C. in the last four paragraphs he has made the division of sentences into simple complex and compound, and has defined a simple sentence precisely as Greene has defined it. The complex sentence he has defined precisely as Greene with this exception he has left out the expression "two or more" which we find in Greene. The same similarity we find in his definition of a compound sentence in Book D. The only change he has made from Book C is the introduction of the words "is one that" before the word "contains". This change in my view does not at all affect the meaning nor ^{it} any improvement in the definition. On the 95th page in the 3^d paragraph from the top he has defined ~~and limited~~ a phrase and limited clause precisely as we find it defined and limited on the 127th page of Greene's First Lessons. in a note at the top of the page. On the 93^d page of Books C & D. he in a note at the top of the page he has shown how the

members of compound & complex sentences are united which is precisely the same which Mr. Greene uses. On the 95th page the fourth paragraph from the top he has shown what constitutes the elements of sentences, there in Book ~~C~~ is precisely as we find it in Greene's Grammar. In Book D the only change he has made is the addition of the expression "or members" On the same page of Book ~~C~~ the last paragraph but one he has stated how many elements a sentence may have. There are precisely as we find them in Greene. On the same page, same paragraph in Book D. he has stated the elements which a sentence may have & has added one new element. But it is worthy of notice that while in Book D he has stated that there may be six elements he has on the 96th page of the same book in the 3rd paragraph from the top given an exercise to write sentences ^{each} containing the five elements, thus making no reference to the sixth element which he has added to the number he gave in Book C. On the 102nd page of Book C he has headed the subject of the chapter precisely as Greene with the exception of leaving out

the word "or things". He has stated in the last paragraph but one on the same page that "all objects possess certain properties called attributes. These attributes are of three kinds, active quality, class" This is precisely what we find in Sene on the 82^d & 83^d pages of his first Lessons. In Book D Conill has stated that there are six kinds of attributes thus adding ~~three~~ to what we find in Book C. This is all the change that has been made in Book D. from C.

It is worthy of notice that in nearly all the changes which he has made in Book D from Book C. They do not at all affect the principles nor the general mode of expressing those principles but apparently were introduced merely to make the resemblance to Sene a little less obvious. Thus in his definitions of a simple, complex & compound sentences in Book D. he has introduced the words "one that" while in his definitions of a proper diphthong, an improper diphthong and proper triphthong on page 17 of Book D we find he has omitted the same word which word we find in book C in both instances, that is, leaving it out in the definitions of the triphthong &c. & introducing it in the definitions of sentences is the

only change he has made from the
definition of Scene. There are the prominent
points as I think of the resemblance
between the two grammars, to the best of
my knowledge.

To the Twentieth Cross Interrogatory he saith
So far as I understand it I think it much
less desirable than Greene's. My opinion
is that the preference would be very
decided in favor of Greene's

To the Twenty first Cross Interrogatory he saith
I never have, I never have been asked to do it.

To the Twenty second Cross Interrogatory he saith
I have not formed any opinion upon that
division. I cannot say whether it is
original or not. I am not prepared to
say whether what he calls an indirect
quotation is a quotation or not.

To the Twenty third Cross Interrogatory
he saith I think I have sufficiently answered
this in my answer to the Thirteenth
950 Direct & the Eighth Cross Interrogatories.
Of I slightly understand this Interrogatory.
& I refer to those answers for my answer to this.



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To the Twenty Fourth Cross Interrogatory he
saith I am a teacher in one of the
public schools in Providence Rhode
Island. I have ~~been~~ taught in my
present school twelve years with the
exception of the absence ^{from it} of about a
year & a half.

To the Twenty Fifth Cross Interrogatory he saith
150. He is not ~~now~~ He ~~never~~ has been in
the state but was the Superintendent
of the public schools in Providence
until about two months since. He
became Superintendent of those schools
I think about four years since.

To the Twenty Sixth Cross Interrogatory he
saith. I was not appointed by Mr
Greene. He has none at all.
Lunghius Grover,

Witness fees

2 day attendance \$3.00

2 miles travel

\$8.10

Sworn to & subscribed before me this

first day of May. A.D. 1855

Joseph S. Pitman
Commissioner.



87

District of Rhode Island

On this Twentieth day of April A.D.
1855 personally appeared before me the under-
signed Joseph S. Pitman the Commissioner
named in the annexed commission James
L. Stone who being duly sworn according
to law to testify the truth the whole truth
and nothing but the truth gave the
following answers to the several Inter-
rogatories annexed to the said
Commission.

To the First Direct Interrogatory he said
Thirty six years. Teacher is my occupation.

To the Second Direct Interrogatory he said
I am acquainted with many words in Greek
and Latin language. I have been in that habit

more or less for a considerable part of the time for about twenty years.

To the Third Suet's Interrogatory he says
I am. It is about three years since I first began to become acquainted with the work. I have taught from it, used it as a text book in my school, for three years.

To the Fourth Suet's Interrogatory he says
I do. I should say in the first place that he deals more with sentences and the elements composing sentences, while other authors deal more with words, showing the relation which one word has to another rather than the relation which one member of the sentence has to another. Mr. Suet divides his sentences into words, phrases, and clauses. The number of elements composing a sentence as stated by Mr. Suet are five, two of which are principal, and three subordinate; the principal is the subject and predicate, and the subordinate, the adjective element, the objective element and the adverbial element. His sentences are simple, complex, and compound; he also states and no other author that I know of save one makes the same statement

that where we find in the sentence a compound subject, and a single predicate, or a single subject, and a compound predicate that the sentence may be called a partial compound sentence. He also says that sentences are declarative imperative, interrogative or exclamatory. Coordinate clauses are divided by Mr. Greene into copulative adversative or alternative. His method of illustrating what he calls equivalents is peculiar to himself I think. His mode of analysis is I think unlike that of any author who goes before him, and these I look upon as being the principal, & distinguishing features of Mr. Greene's work.

To the Fifth Sweet Introductory he saith
I think I should.

To the Sixth Sweet Introductory he saith
I never have been able to see any striking resemblance,

To the Seventh Sweet Introductory he saith
I first saw them about three years ago
After becoming fully acquainted with it
I did form that opinion, that it was

original so far as those points are concerned
that I have already named. I have
made subsequent examination thereof. My
opinion has not been changed.

To the Second Direct Interrogatory he saith
I have

To the Third Direct Interrogatory he saith

It does. There is a point which I omitted
in speaking of the originality of Greene

950. To the Fourth Direct Interrogatory he saith

Attributes he says are of three kinds, those
which denote class, quality, and action of
objects. Co will also state that attributes
are of three kinds, as stated by Greene.

To the Fifth Direct Interrogatory he saith

I don't see how he could. The resemblance
is so striking. Very often Co will in giving
his definitions uses the same language or
nearly the same that is used by Mr. Greene
as in his definition of simple complex and
980. compound sentences. and ^{as} in his definition
division of coordinate clauses

To the Sixth Direct Interrogatory he saith

That part which most resembles Mr
Greene's work. I think that by his analysis
of sentences first looking at the sentences
in parts or viewing its different elements,
as given by Greene, and then viewing
it as a whole we obtain a much better
knowledge of the language than we could
by merely considering the relation which
one word has to another.

To the Twelfth Quæst Interrogatoire de sauté.
I cannot state as the first edition is the only
one I have seen.

To the Thirteenth Quæst Interrogatoire de sauté
I cannot say as that I have examined
only the first.

To the Fourteenth Quæst Interrogatoire de sauté.
I answer this as I answered the preceding
question.

To the Fifteenth Quæst Interrogatoire de sauté.
It is obvious at first view I
think. In reading Corvill's definitions or some
of them, to my assistant teachers and
his analysis of a simple and complex
sentence their impression in several instances

was that I was reading from Greene
rather than Corbett. My first impression
of a similarity was strengthened by
subsequent examination.

To the student's Quiet Interrogatory he saith
I will give the analysis as given by
Greene in the first place. "George writes"
It is a simple sentence because it con-
tains but one proposition. "George" is the
subject because it is that of which the action
writes is affirmed. "writes" is the predicate
because it is the action affirmed of "George".
"George" is a proper noun, of the third person
singular number, masculine gender,
nominative case and is the subject of the
proposition "George writes" according to Rule
I. A noun or pronoun used as the subject

of a proposition must be in the nominative
case. That is his model of analysis on the

94th page of his First Lessons in Grammar.
I will read from Corbett's First Edition
107th page. "Hoping to obtain bread" it is a
sentence because it is a thought expressed
in words. This first definition of a sentence
in Greene's model for analyzing a
simple sentence but on the 8th page
of Greene's First Lessons I find this

definition of a sentence, "a sentence is a thought expressed in words".

Conll now in his model, says that the sentence which I have selected is a simple sentence because it contains but one proposition, a hypothesis because it contains a subject and predicate. Cedars is the S

At this point the Commission remarked the notion that the sentence she analyzed is to be the same as that analyzed according to Greener's method. which continues

I now analyze according to Conll. "George writes" is a sentence because it is a thought expressed in words, a simple sentence because it contains but one proposition, a proposition because it contains a subject and predicate. George is the subject & writes is the predicate.

Conll introduces his analysis by saying
§ 80 This is a ~~simple~~ sentence because it is a thought expressed in words. [McLure on the 8th page says that a sentence is a thought expressed in words.]

§ 80 The results are ~~similar~~ ^{the same}. The technical words are ~~similar~~ in some instances the same & in other cases they are similar. If the sentence was analyzed by the mode described

in any other book with which I am
acquainted the result would not be
the same, it would be dissimilar.
The same technical words are not used in
any other book with which I am acquainted.
I think I should be likely to have known
it if these results or technical words
were to be found in any other book.

Adjourned. Tuesday May 1. at 7. A.M.

May 1. : 7. A.M. Examination resumed

I might have mentioned in other analysis of the
sentences before given. That a more striking
resemblance will be seen in the analysis of a
complex sentence as analyzed by Mr
Greene and Conill.

Cross Examination

At the First Cross Interrogatory he said.
I have been acquainted with him for some
years. He acting as the Superintendent of the
public schools of Providence and I as a teacher
in one of the schools of the city. My relations have
been no more intimate with him than would
naturally be expected under these circumstances.

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To the Second ^{Cross} Antinomology he sent
I have never been associated with him as
a teacher.

To the Third Cross Antinomology he sent
I had not.

To the Fourth Cross Antinomology he sent.
I first began to examine it when I began
as a teacher to use it. When I commenced
teaching nine years ago, in the schools of Providence
I began to examine for the purpose of improv-
ing instruction from it as a teacher.
It was not at the request of the Comptroller.

To the Fifth Cross Antinomology he sent
Perhaps a week since, for the purpose of
settling the points of resemblance between
this work and Mr. Greaves' work. He expres-
sed a wish that I might examine it.
and in compliance with this wish I ex-
amined it. I have read it entirely
through. I have examined it as you
would examine any work. and think
I am acquainted with what would be con-
sidered the important points of the work.
I spent considerable part of two days in
the examination of the work.

950

To the Eight Cross Synchronizing he with
Greene states in the first place. The elements
of sentences are words. A phrase or clauses.
page 81 of his ^{2nd} paragraph from the top. But lesson in grammar. He
divides attributes into three kinds. page 83.
under the second head of attributes. same book.
The next is sentences contain five distinct
elements. the subject, the predicate, the
adjective element, the objective element
and the adverbial element. see page 120.
last paragraph on the page. Sentences he
divides into simple complex compound &c.
also represents sentences under certain cir-
-cumstances as being partial compound.
see page 82^d pt 2^d. 2^d paragraphs from top
Also 122^d page the note at the bottom of the
page. All sentences are either declarative
interrogative, imperative or exclamatory.
see page 105 Lesson XXXI paragraph 1st
Coordinate clauses may be divided into
three classes according to the connective
used. Copulative adversative and alter-
-native see page 102^d 2^d paragraph from
the top of the page. I also speak of his
mode of analysis, that is found throughout
the work. see page 94. passage headed
Model for analysis see page 146. passage

headed model for analyzing & parsing
Sentences peculiarly in regard to represent-
ing equivalents or expressions meaning the
same thing is represented on the front page
of the analysis. It is paragraph under the
head of equivalents.

To the Ninth Cross Interrogatory he said
I have known teachers do something in
analyzing sentences but not prior to the
publication of Greener's Book.

To the Tenth Cross Interrogatory he said
I did not.

To the Eleventh Cross Interrogatory he said
I think not.

To the Twelfth Cross Interrogatory he said
In some respects we see a resemblance.

To the Thirteenth Cross Interrogatory he said
I have not.

To the Fourteenth Cross Interrogatory he said
It is under sentences with compound
and compound but does not vary with them.

4
71
J20 ~~The way of analysis~~ He has also a gram-
=matical, and logical subject, and a
grammatical and logical predicate
but does but very little in the way of analysis.
Conill enters more fully into the analysis
of sentences and so far as the framework
of his plan is concerned I think it is essen-
=tially Greenes, and so far as many of
the expressions used in analysis are concerned
=ned these are Greenes:

To the Lecture the Cross Dialectology he said
Mr I have not with my understand-
=ing of the question.
To the Lecture the Cross Dialectology he said
I should answer that I learned more fully
the analysis and elements of sentences
into members & the nature of their con-
=struction from Greenes than I had ever
known before. In the first place the division
of sentences into elements, as named phrases
and clauses, was new to me. The classifica-
=tion of attributes, the dividing of sentences
into four distinct elements. The dividing of
sentences into simple, complex, compound
partial compound; The dividing of com-
=pound sentences into coordinate clauses
with copulative, adversative or alternative

and so forth as stated before in
speaking of the points of difference
between Greene & other authors.

Adjourned to 7. A.M. May 2.

May 2.^d 7. A.M. Grammar continued

To the Seventeenth Cross Interrogatory he saith
To Preckon that they are ^{Eight} ~~seven~~. Munay,
Luth, Wells Webster, Greene DeLacy, Butler,
Conill.

To the Eighteenth Cross Interrogatory he saith,
I never did.

To the nineteenth Cross Interrogatory he saith
I can mention what I have mentioned.
In the first place the division of ~~sentences~~
the elements of sentences into words phrases &
clauses. his idea is illustration of equivalents
the division of attributes into three kinds, the
division of sentences into five distinct ele-
ments. The division of sentences into simple
complex, compound, partial compound;
the representation of sentences as declarative
imperative interrogative and exclamatory;
the division of Coordinate clauses into three

Classes copulative, adversative & alternative;
and the mode of analyzing sentences. Those
I have mentioned as some of the most
striking points of resemblance between
Covell & Greene. I should say that
these I consider the essential points and
ideas which I now think of that in my
(P.P.) ^{derived and} opinion are ^{derived and} quoted from Greene.

To the Twentieth Cross Interrogatory he saith
After the ~~exam~~ short examination which I
have given it I should not say that it
was more demerit. I think Greene's
would be preferred.

To the Twenty first Cross Interrogatory he saith
I never have

To the Twenty Second Cross Interrogatory
he saith. I do not understand the first
part of the Interrogatory ~~in this~~. Well,
that is a point in regard to which, that is as to the
originality, I am not prepared to answer at
present. I must answer the last part of the
Interrogatory as I have answered the previous
part of the question. I should answer all
the parts of the Interrogatory by saying I am
not prepared to answer at present.

To the Twenty Third Cross Interrogatory he saith

I should say that is original with
me, where elements of sentences are
divided into word phrases and clauses;
what he says of equivalents attributable;
95th ~~as stated~~ and also in other matters as
stated in my answer to the ~~Twentieth~~
Twentieth Cross Interrogatory.

To the Twenty Fourth Cross Interrogatory he saith

95th I am a teacher in one of ~~the~~ ^{the} public schools
in Providence, in the State of Rhode Island.
I have been so nearly three years.

To the Twenty Fifth Cross Interrogatory he saith

He has been Superintendent of the public
schools in Providence in the State of Rhode
Island, not within a short time. I think
it is about four years ago that he
came so.

To the Twenty Sixth Cross Interrogatory he saith

I was not appointed by him. I don't know
that he had anything to do with the
appointment or my law. He has had influence
as any man in his situation would be
likely to have influence but no control

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that I know of. At the present time I am
not aware that he has either influence
or control over those whose business it
is to appoint and remove teachers.

James L. Stone

Wheeler fees 3 days \$4.50
2 miles haul 1.10
\$5.60

Sworn to & subscribed before me this
second day of May A.D. 1855.

Joseph L. Whitman
Commissioner.

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District of Rhode Island,
On this third day of May, AD,
1855, personally appeared Joseph L.
Potman the commissioner named in the
annexed commission Daniel Leach,
who being duly sworn according to law
to testify the truth the whole truth
and nothing but the truth gave
the following answers to the several
interrogatories annexed to the said
commission.

To the first and last interrogatory he says
I am Superintendent of the Public
schools of Providence. I am forty eight
years of age.

To the Second Sweet Intelligatory he said
I have examined and taught. I have
examined a great many and have
taught them a long time, more than
twenty years.

To the Third Sweet Intelligatory he said
I am. I examined it ~~very~~ soon after
it was published. It was presented
to me by the agent. I examined it
for the purpose of using it in my school
and introduced it

To the Fourth Sweet Intelligatory he said
I do. First in ~~two minutes~~ giving
different names, original names to
sentences. Second in the minute subdivi-
-sions of sentences into their simplest elements
and giving technical terms to the same.
That comprehends my idea of the
originality.

To the Fifth Sweet Intelligatory he said
I think I should have known it.

To the Sixth Sweet Intelligatory he said
In some of the general principles not
in the particular application

To the Seventh Direct Interrogatory he said.
In 1848, early in the year, I think
it was, I did then form an opinion,
that it contained valuable original
matter. I have taught it & examined
it & my opinion has been confirmed
by examination and use.

To the Eighth Direct Interrogatory he said
I have.

To the Ninth Direct Interrogatory he said
Conll's resembles Mr Suenes in the
subdivision of sentences & in the use of
technical terms which are peculiar to
Mr Suenes, and in the analysis of senten-
ces employed by Mr Suenes. I consider
950 that ~~it~~ in these particulars it is almost
identically the same as Mr Suenes. I so
stated to the Agent after the first
examination.

To the Tenth Direct Interrogatory he said
I doubt whether he could.

To the Eleventh Direct Interrogatory he said
The analytical part, or his analysis of
sentences

To the Twelfth Street Interrogatory he said
Chiefly in verbal alterations

To the Thirteenth Street Interrogatory he said
Not quite as much.

To the Fourteenth Street Interrogatory he said
Verbal differences mainly, a difference
in pharmacology chiefly. They do not render
it any more valuable. There is very little
difference in the value of the two editions as
text books. I think the difference is so
slight. It would be difficult to tell
which would be the most valuable. ~~The~~
difference is so slight. I should say the
second edition was less valuable than
the first. If I must express an opinion
between them.

To the Fifteenth Street Interrogatory he said
It is obvious on the first perusal, it was
to me. They were strengthened.

To the Sixteenth Street Interrogatory he said
It is so long since I have taught
either of them. I may not be able to
do it accurately write either of them.

93

The results are similar. The technical words are very similar. The results would be dissimilar, if a sentence was analyzed by the method given in any other book with which I am acquainted. The same technical words are not so used, not all of them in any other book with which I am acquainted. I think I should be likely to have known it if the results or technical words were to be found in any other book.

Cross Examination

To the First Cross Interrogatory he said
I have known him for eight or nine years as a teacher. My relations have been the same as with other teachers whom I have known, intimate of late years.

To the Second Cross Interrogatory he said
I have not.

To the Third Cross Interrogatory he said
I was acquainted with his chart which was published prior, that was the only acquaintance I had.

To the Fourth Cross Interrogatory he saith
I examined it soon after it was published
at the request of the agent, for the purpose
of introducing it into my school. It
was not at the complainant's request

To the Fifth Cross Interrogatory he saith
I examined it at the request of the agent
of the publishers soon after it was published.
It was not at the complainant's request.
I have not read it entirely through, the
Chorody I have not read. I first read it
as far as I read it as soon as a copy was
put into my hands by the agent. I
read & marked it then as I do all ^{new} ~~the~~
books that I examine. Most all new
school books that I examine I meant
to say.

To the Sixth Cross Interrogatory he saith
I have not been consulted with by
him with reference to this suit. I have
not been asked by him to examine it, he
asked me if I had examined it, but
made no request. I have not been asked
by him to compare that with Greaves book.

To the Seventh Cross Interrogatory he saith.

Green's Grammar, as soon as it was
published. Butler's, Latham's, Stoddard's
Dr. Stoddard, Fowler's, William B. Fowler, and
Professor Fowler's Grammar, Wells, Wells,
Jowers, Spencer's Pullins, Murray's, Lord
Brown's, James Brown's, Smith's, Ingersoll's.
Dr. Lacy, Webster, (Book Webster), Louth's, there
are all that I can recall at this moment.
I read them all nearly things as soon
as I could obtain them after their publication
or after I heard of them. I have examined
partially many other works on English Grammar
published in England whose ^{authors} names I cannot
now recall.

To the Eighth Cross Interrogatory he saith
Adjourned to May 4. at 4 1/2 o'clock A.M.
May 4. 7 1/2 o'clock A.M. Examination continued.

I will mention the pages & paragraphs
which I regard as containing more or less
original matter. page 10. of the Analysis
paragraphs 7. 8. 9. & 10. page 11. paragraphs
14. & 15. page 12. paragraphs 16. & 18.
page 15. paragraphs 29. & 30. page 16. paragraphs
36. page 48. paragraphs 93. & 96. page 57
[paragraphs 114. 115. & 116. page 58. paragraph
117. page 67. paragraphs 137. 70th page
144th 145th & 146th paragraphs & 250th page 73.

paragraphs 149. 150. 151. 152. page 74.
paragraph 155. 156. & 20 for the page 75. para-
graph 159. 160. & note. pages 80 & 81. page
84. paragraph 178. headings under the
950 Chapter II ~~on the~~ ^{commences} which Chapter is on
the 84th page. & the paragraphs explaining
them. 113th page 240th paragraph page
127. paragraph 259. page 128. paragraph
264. & 265. page 129. paragraph 269.
pages 163 paragraphs 334. 335. page 167.
paragraphs 340 to 350 inclusive page 176.
paragraph 357. 358 page 183. paragraph
374 to 391. inclusive page 200. paragraph
437. to 447 inclusive. There are all that I
have been able to mark as containing
most of the original points. The precise
word & original points are contained in the
paragraphs.

To the Ninth Cross Interrogatory he said
I have to a limited extent.

To the Tenth Cross Interrogatory he said
I did to some extent.

To the Eleventh Cross Interrogatory he said
I don't think they were in common use, they

were used by some few teachers.

To the Twelfth Cross Interrogatory he saith
In some general principles they do.

To the Thirteenth Cross Interrogatory he saith
Not prior to the publication of his Grammar
did I know of any such.

To the Fourteenth Cross Interrogatory he saith
From Le Jacq's Grammar, Andrews &
Stoddard's Latin Grammar. Crosby's Greek
Grammar & Butler's English Grammar.
There are some few others but those are the
principal sources.

To the Fifteenth Cross Interrogatory he saith
I have. Andrews & Stoddard Latin,
Crosby's Greek. Kühn's Latin & Greek
Grammars. Those are the principal works.
I have read a large number of Grammars
in most of the modern & ancient lan-
-guages.

To the Sixteenth Cross Interrogatory he saith
I did not learn the division of sentences
into members & clauses from him, but
the minute subdivision into elements.

with their technical terms

To the seventeenth Cross Interrogatory he saith
I have examined those named in my
answer to the 7th Cross Interrogatory. I
now add. Horne Tooke, and several
smaller grammars whose names I
cannot recall.

To the eighteenth Cross Interrogatory he saith
I never did

To the nineteenth Cross Interrogatory he saith
An answer to that question will require
an examination which I have not been
able to make. The result of my examina-
tion of the book when it came out was
(Q 8. 12) that there were a variety of technical terms, & the
method of analysis, & modes of illustration
almost identical with Greaves's Grammar.
It is some time since I have examined
it & I am unable to point out speci-
fically.

To the twentieth Cross Interrogatory he
saith. I do not. I think Greaves would,

To the Twenty first Cross Interrogatory he saith

I think I did when it first appeared
that was early in the year 1848. I gave
it to the Agent of the publishers.

To the Twenty second Cross Interrogatory he saith
Not entirely original, I should not regard
that as original entirely. What he
calls an indirect quotation is regarded a
quotation by some grammarians, &
but not by most lexicographers. I do
not know of any one who so regards it.
Good usage is divided in regard to that
quotation. That is the best answer.

To the Twenty third Cross Interrogatory he saith
That would be difficult for me to state
from memory. I have referred to para-
graphs which contain them. That
reference is in answer to the 8th Cross Interrogatory.

To the Twenty fourth Cross Interrogatory he
saith. I am not

To the Twenty fifth Cross Interrogatory he saith.
He is not.

To the Twenty sixth Cross Interrogatory he saith.

He has not to my knowledge.

Don^t Leach

Porter fee 2 days. \$9.00
2 miles 10
\$9.10

Subscribed down to this fourth day
of May 1855

Before me

Joseph & Anthony
Commissioners.

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District of Rhode Island &c.

On this third day of May A.D. 1855
personally appeared before me Joseph
S. Putnam the Commissioner named
in the annexed commission John
Kingbury who being duly sworn accord-
-ing to law to testify the truth, the
whole truth and nothing but the
truth gave the following answers
to the several Interrogatories annexed
to the said Commission.

To the First Direct Interrogatory he said.
I am a teacher. My age is fifty three.

To the Second Direct Interrogatory he said
I have examined many books on the
subject of Grammar because I am

Obliged to me them in teaching, I have
been in that habit, for thirty years.

Mr. Hurd's Greek Dictionary he said
I am familiar with his works & have been
for the last three or four years. I acquired
that familiarity simply in the way of my
profession.

Mr. Hurd's Greek Dictionary he said
I do consider them to be original and novel.
First Mr. Greene, has made his grammar
more in conformity with the logic & language
as suggested by ~~and may be inferred by~~
~~from~~ Campbell in his Philosophy of Rhetoric.
I consider that he treats of Grammar in refer-
-ence to thought rather than words, at
least beyond any other Grammarian that I
JSP am acquainted with. ~~The inflections~~
This is manifest in his system of analysis.
It is also evident in ^{the} condensation of some
of his expressions or definitions. I deem
him original in the terms he uses to express
what some grammarians call logical
subject & predicate; these terms are simple
JSP complex, compound; ~~the most particular that I~~
JSP ~~have in mind~~ ^{are} the forms of sentences,
he classifies them as simple, complex, ~~and~~

conformed, again he is original in reducing sentences to elements, there are according to his arrangement, words phrases, clauses, ~~the~~ giving names to these elements he divides them into five classes two principal subject & predicate, three subordinate, the adjectives, the adverbial & objective elements. It may be added that in his analysis we are instructed to analyse language according to these terms, forms, & elements, there are all the points that I wish to present.

To the Fifth Sweet Intenogatory he says
I think I should have known it.

To the Sixth Sweet Intenogatory he says
I am not able to state.

To the Seventh Sweet Intenogatory he says
I am not able to give the precise time when I first saw them. I should say it was about four years since I gave Mr Green book such an examination as to authorize me to introduce it in my school. I formed then the same opinion which I have just expressed. I have since used it as a text book & my opinion remains unchanged.

180' In the Eighth Swift Interrogatory he says
I have seen it & given ^{a few points a} ~~it~~ ^{careful} ~~a~~ ^{careful}
Q80) careful examination.

In the Ninth Swift Interrogatory he says:
I think it does.

180' In the Tenth Swift Interrogatory he says:
I think ~~it is~~ ^{it barely possible} ~~possible~~ but I should think
it a singular coincidence ~~to have~~ for him
to have arrived at precisely the same results

In the Eleventh Swift Interrogatory he says:
That part relating to analysis.

In the Twelfth Swift Interrogatory he says:
In his definition of a sentence. In the
second edition he adds the word complete
which is not found in the first. Yet in
his rules for analyzing he does not use
that word. In the number of elements of a
sentence, in the first he has five identical
with Mr. Green, in the second he adds
a sixth ~~one~~ called the connective, and yet
in his analysis he hardly uses it as such,
I do not recollect any other points.

In the Thirteenth Direct Interrogatory he says
I should think not.

In the Fourteenth Direct Interrogatory he says
I have just stated two things in which there
is a difference. I am not prepared to state
any other points at present. The difference is
chiefly in phraseology. The alterations render
the second edition certainly not more valuable.
They render it in my opinion less valuable.
I speak only in reference to the points
respecting which I have testified.

In the Fifteenth Direct Interrogatory he says
I think it evident upon a cursory examination
my impressions of the similarity were strengthened
by the more careful examination.

In the Sixteenth Direct Interrogatory he says
I will analyze the simple sentence "Children
play." First by Mr. Suenes method.
I will analyze it by the principles without
referring to the pages of the book. Mr.
Suenes would say that that is a proposition
because it is a combination of a subject
and predicate. He frequently however used
the term "contains". because it contains a
subject & predicate. Children is the

950) subject because it is that of which something is affirmed. Play is the predicate, because it is that which is affirmed of the subject. He also uses the term "it is said" instead of "affirmed" in respect to subject and predicate. Mr Covill would analyze the

950) same sentence ~~by using the word "contains"~~

950) in reference by saying that a proposition

950) contains a subject and predicate & it is

the phrase "it is said" rather than "affirmed" in respect to both subject and predicate. The difference between their methods of analysis I deem to be rather verbal than real. I think the results are similar.

The technical words used in both books are sometimes the same, sometimes similar & sometimes dissimilar. There is however a general similarity.

The results might be nearly the same in reference to so simple a sentence as that if analyzed by the methods set forth in these books.

In the analysis of a more complex sentence the terms differ from those used in any other work with which I am acquainted.

I think I should be likely to have known it if these results or technical words were to be found in any other work.

Cross Examination

To the First Cross Interrogatory he said,
I have been acquainted with Mr. Seane
many years, about eighteen years. My
relations with him have been intimate, for
a portion of this time, for the last four or five
years.

To the Second Cross Interrogatory he said
I have not.

To the Third Cross Interrogatory he said, I had
none.

To the Fourth Cross Interrogatory he said
It was not at the complainant's request,
but in the discharge of my professional
duties about four years since, unsolicited by
either publisher or author. For the purpose
of introducing it if I was satisfied with it
into my school.

To the Fifth Cross Interrogatory he said, I examined
it in my professional capacity, a copy was
placed in my hands some three months
since. ~~I examined~~ I examined it for the purpose
of introducing it into my school. ^{reason} It was
that I glance at every new book. It was

950

950

not then at the Comptants request. ~~Subsequently~~
-ly at his request I gave it a more careful
examination upon the points I have before
referred to. I have not read it entirely
through.

980 To the Sixth Cross Interrogatory he saith. I have
never been consulted by Mr Luce in reference
to this suit. I have just said, ^{that} at his request
I gave it an examination. About ten days
since he made the request. I am not able to state
any further circumstances.

980 To the Seventh Cross Interrogatory he saith.
Murray series of Grammars, Smiths,
^{Bullions, Chandlers,}
Browns, Wells, and others whose name is
begin. & which I do not now particularly
recall. I cannot state which of them I
have read through or when I first read
them. - except that Murray were the
first I read.

980 To the Eighth Cross Interrogatory he saith.
The first thought which I stated in that
answer, pervades the book. ²⁴³² Page 10 ^{of} Luce's
Analysis Edition 7 1854 is the answer
to the second specification of originality
in respect to complex subject and predicate

954 and also 73rd page. On the 1st page will
be found the specification in regard to elements
-cuts. On page 183rd will be found the
950 specification
answers in regard to words phrases &
clauses. I have already specified the precise
novel & original points to which I have referred.
950 I ~~do not~~ meant to state that they are
the only ones in the book.

To the Ninth Cross Interrogatory he saith
I have not been acquainted with
any teachers who practised analysis
similar to Mr. Peewee's. Nor those who
have used modes of analysis in the strict
sense in which Mr. Peewee used the term.

To the Tenth Cross Interrogatory he saith
A partial method of my own, an
unpublished method.

To the Eleventh Cross Interrogatory he saith
I am not aware that there were

To the Twelfth Cross Interrogatory he saith
I should think not.

To the Thirteenth Cross Interrogatory he saith
I have not known any until since the

publication of his analysis.

To the Fourteenth Cross Interrogatory he saith
I refer to my answers to those several
interrogatories.

To the Fifteenth Cross Interrogatory he saith
I have, from the best authors in Latin,
Greek, French & Spanish, to an extent
sufficient to enable me to or which ought to prepare
me for giving instruction in all those
languages, in the works of the authors
usually selected for that purpose.

To the Sixteenth Cross Interrogatory he saith
I learned from Greener's analysis my present
mode of analyzing language, applied to
the several languages. ~~But it is in the~~
780
950 ~~Latin more especially,~~ I have already
stated in my specifications what portion
of the knowledge was then new to me.

To the Seventeenth Cross Interrogatory he saith
As joined to 1/2 part 3, P.M. May 4.

May 4. Examination continued.

I have examined those named in my
answer to the Seventh Cross Interrogatory.

and many others which I cannot recall.

To the Eighteenth Cross Interrogatory he saith. Not excepting in connection with my school & college education

To the Nineteenth Cross Interrogatory he saith. My answer to this question will be found in my answer to the 10th, 11th, & 12th Direct Interrogatories

To the Twentieth Cross Interrogatory he saith. I do not. I think the preference would be given Mr. Lucas

950 To the Twenty First Cross Interrogatory he saith. Never. I have never

To the Twenty Second Cross Interrogatory he saith. I do not sufficiently recollect to enable me to answer that question.

950 To the Twenty Third Cross Interrogatory he saith. ~~The answer to this question will be found~~
950 ~~in my answer~~ I consider the ^{use of the} terms simple, complex, and compound, as applied to subject & predicate and as also applied to forms of sentences & the elements

of sentences whether the elements are
word phrases or clauses

To the Twenty Fourth Cross Interrogatory he
said. I am a private teacher & have
been for nearly thirty years.

To the Twenty Fifth Cross Interrogatory
he said. He is not.

To the Twenty Sixth Cross Interrogatory
he said. He has not ~~any~~

Witnesses 2 days at \$3.00
2 miles travel 10
\$3.10

John Kingsbury

Sworn to & subscribed before me
this fourth day of May A.D. 1855

Joseph S. Whitman
Commissioner.

Islet of Noe Islands.

On this third day of May 1845
personally appeared before me Joseph
Situan the commissioner named in
the annexed commission about A.

Samwell who being duly sworn accor-
-ding to law to testify the truth, the whole
truth, and nothing but the truth gave
the following answers to the several
Interrogatories annexed to the said
Commission.

To the First Interrogatory he said
My age is thirty seven. I am a teacher

To the Second Interrogatory he said
I have, I have taught about ten years.

To the Third Sixth Interrogatory he said
I have used it about seven years.
I don't know that it is quite that length
of time. say five years. it was not
introduced when I first came here.
I call myself familiar with it, being
in constant use teaching it.

To the Fourth Sixth Interrogatory he said
I do consider them to contain original
matter. There are many things which are
original that I have not seen in any other
books on Grammar. First the dividing sentences
into form. such as ^{simple} complex, & compound
The dividing of sentences into different
elements, giving five elements which a
sentence may contain, two principal, three
subordinate

At this point an adjournment was had to
1/2 past 4. P.M. May 4th.

May 4. Grammar continued
These elements are said to be either
words phrases or clauses & again in dividing
the properties or attributes of nouns into three
kinds viz. those denoting class, those denoting
qualities & those denoting actions. Another
point is in stating that an attribute may

referred to a name in two ways, first
it may be assumed, & second it may
be predicated of it. Another point. It is
original in the definitions of a proposition
& of a subject and predicate. It is
original in the mode of parsing a sentence
and in some of the rules applied to
parsing and in the terms & their definitions.

To the Fifth Sweet Antinomical he says
I think I should have known it.

To the Sixth Sweet Antinomical he says
The only resemblance that I recollect
between them is that they both speak
of a subject & predicate.

To the Seventh Sweet Antinomical he says
Immediately after the first was published
that was about five years ago. Soon after
they were published I suppose, would be
a better term than immediately after
used above. I did then form an opinion
the opinion was that it was original
in many particulars I have made sub-
= sequent examinations & studies thereof
My opinion was not changed.

To the Eighth ~~Quint~~ Interrogatory he saith
I have seen it & looked it over I
have examined it.

To the ninth Interrogatory he saith
It contains many of them.

To the Tenth Interrogatory he saith
I do not think he could.

To the Eleventh Interrogatory he saith
I should say that portion which
resembles Mr. Peck's Grammar though
it evidently contains many ~~more~~ points
very similar to those in Mr. Maudsill's
reading book, but they have little reference
to Grammar.

To the Twelfth Interrogatory he saith
There is an attempt to make the defini-
-tions differ more from Mr. Peck's

To the Thirteenth Interrogatory he saith
The same resemblance with a slight
difference in definitions

To the Fourteenth Interrogatory he saith
I think I have stated the difference in my

answer to the Thirteenth Interrogatory.

It is a reference on the analogy. I should say the alterations rendered it less reliable.

To the Fifteenth and Sixteenth Interrogatories, I write.

It is very obvious & once acquainted with Greener's Grammar.

My impressions of a similarity were strengthened.

To the & 17th Interrogatory, I write
I will take the sentence "Paul preached at Athens". It is analyzed by Timotheus.

It is a sentence because it is a thought expressed in words. Page 81. of First Lessons.

It is a simple sentence, because it contains but one proposition. page 82.

It is a proposition because it is a combination of a subject and predicate page 84.

"Paul" is the subject because it that of which "preached at Athens" is affirmed.

"preached at Athens" is the predicate because it is that which is affirmed of the subject "Paul". It is the complex

or logical predicate and "preached" is the grammatical predicate, "at Athens"

is an adverbial phrase or element, and modifies "preached". Second by Mr Corvill

950

It is a sentence because it is a thought or a complete thought expressed in words. It is a simple sentence

951

because it ^{is one that} contains only one proposition. a proposition contains a subject and predicate "Paul" is the subject because it is that of which "preached at Athens" is said. "preached at Athens" is the predicate because it is that which is said of the subject. See Page 92. of Coult's Digest of English Grammar of the 2^d Edition and also in the 1st Edition

The results are similar. The technical words used are similar. The result would be dissimilar if this sentence was analyzed by the method set forth in any other book with which I am acquainted.

The same words are not used with the same meaning in any other book with which I am acquainted. I think I should know it if these results or technical words were to be found in any other book.

Cross Examination

To the First Cross Interrogatory he said.
I have known Mr Greene about ten or

twelve years my relations have been a part of the time only an acquaintance of his in a different city. A part of the time a teacher in the same city where he was Superintendent of public schools.

To the Second Cross Interrogatory he said
I have not been associated with him as a teacher

To the Third Cross Interrogatory he said
The only knowledge I had of it was I heard he was intending to publish a grammar, but I had no knowledge of its character.

To the Fourth Cross Interrogatory he said
Soon after its publication for the purpose of recommending its introduction into schools, if I thought it worthy. It was not at the complainant's request.

To the Fifth Cross Interrogatory he said
Some few weeks since, I ascertained the similarity of any between that and Mr. Greene's as I had heard such a grammar existed Mr. Greene mentioned that he had one of Mr. Correll's grammars, asked me if I had seen it

JSP

I told him I had not, but should like to, & requested the loan of his for that purpose. He directed me to another gentleman whom he said had one which I could probably get, & which I did get and examined. I have not read the Digest entirely through, but have looked over parts of it carefully where I have discovered marked similarity.
To the Sixth Cross Interrogatory he said:
My opinion has never been asked about the suit. I have conversed with Mr. Lucene upon the subject knowing that he was to have a suit on it. When I told Mr. Lucene I should like to examine Mr. Court's book he said he would like to have me, and I think playfully said, and see if there is any similarity in them.

To the Seventh Cross Interrogatory he said:
I believe Dudley Munnay is the first one then Smiths, Bullins, Brown's Mills' Nicks' Harmons I have read through. Munnays & Smiths, & nearly all of them grammars mentioned. I read Munnay when I first began to study grammar the others within the last fifteen years.
Agreed to Saturday May 5. at 8. A M.

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Saturday May 5. 8 AM. Examination continues

I will add to my answer to the Sixth
Cross Interrogatory. Mr Greene afterwards
asked me if I was willing to examine the
books, & give my opinion upon the matter
before a magistrate.
I said I was willing to do so, & I was
- clearly that to see if there was any similarity
between them. To which I consented. This
occurred a week or ten days after we had
had the conversation I gave in my answer
to the Sixth Cross Interrogatory.

To the Eighth Cross Interrogatory, re said.

In Greene's analysis, these are found on
page 10, seventh, eighth, ninth & tenth para-
- graphs on that page. page 15. Section II
paragraph 30, 31, 32. On the 15th page what is
novel is the definition as applied to proportion.
to the subject of the predicate. On page 10, it is
the dividing a sentence into four elements,
giving each element three different distinct
forms, on page 47. Section V, paragraph 13 heading
of the section. The adjective element, 1st
Subordinate element, names I never saw applied
to in Grammar before: on page 56. & page 62.
the objective element 2^d Subordinate element, that
is the heading of the section, on page 62. Section
VIII. the heading, is the adverbial element, 2^d

Subordinate element. These headings are illus-
trated in the verses following each, differently
from any grammar I have ever seen. That
completes most of the illustrations of elements
of the first class. In elements of the second
class. Illustrated on page 84. Chapt. II Sect I
paragraph 178. The illustrations are continued
on pages 85. 86. 87. Illustrations of the phrase
used as a principal element. pages 88. 89. & 90
the phrase used as the adjective element.
Section III page 95. 96. & 97. The phrase used
as the objective element. is illustrated Section IV
page 98. 99. 100. & 101. Then the phrase used as an
adverbial element. is illustrated in Section
V page 102 to page 111 including part of both pages.

Complex elements commence their illustrations
in Section VI paragraph 237. page 111. & continue
950 to page 116. For further reference to the ^{other} word
& original points stated in my answer to
the Fourth Inquest Inquiring see page
127. Chapter III Sect I whole page & the
next two pages. page 130. subordinate clauses
used as principal elements. Section II paragraph
279. ; page 135 Section III subordinate clauses
used as the adjective element. heading of Section
page 141. Section IV subordinate clauses used
950 as the objective element ^{including Section} ; page 147. Section V.

Subordinate clauses used as the adverbial element,
Heading of Section: use of equivalents page 200
Section IV Illustrated in paragraph. 4137, 4178, 4140.

To the Ninth Cross Interrogatory he said that
I knew one teacher who used De Saey's
grammar, a part of the term. That's all.

To the Tenth Cross Interrogatory he said that
I employed ~~the~~ De Saey's method to some
extent.

To the Eleventh Cross Interrogatory he said that
Not to my knowledge

To the Twelfth Cross Interrogatory he said that
There is a similarity but some are much
more extensive than others.

To the Thirteenth Cross Interrogatory he said that
I never knew any one whose analysis
similar to Greaves.

To the Fourteenth Cross Interrogatory he said that
The only Grammar that I know of that has any
analysis prior to the publication of Greaves
that bears any similarity is De Saey's & there
is but a slight similarity there.

To the Tenth Cross Interrogatory he saith

950 I have, in Campbells, Mairs & Newman
Oretoric, Whately Logic I studied them
what the college ^{course} required & I have frequently
had occasion to consult them since.

950 I have studied ^{Grammars in the} Latin, Greek, French &
German Grammars, Languages, Lardner
& Britman's Greek, Andrews & Stoddard's Latin
Grammar, Levisac & Alendorf's French Grammar
& Alendorf's German.

To the Tenth Cross Interrogatory he saith

I learned the subject of predication from some
other grammar. The remainder of the analysis
I learned from Greene.

To the Twelfth Cross Interrogatory he saith

950 De Saey's Grammar is not on English, ^{Grammar} more
than the Grammar of other languages but
its translation is particularly adapted to
the English. I refer my answer to the
7th Cross Interrogatory for further answer. & this.
There are some other works of which I
cannot now think of the names. I have
been through with a great many grammars.

To the Eighteenth Cross Interrogatory he saith

Only in school. while attending school from

my teachers. He an older brother in West
Springfield. Mr Samuel Bell of Chelsea
Mass. Charles C Burnett, of Suffield Conn.
& Professor Samuel of Brown University
from 1820. to 1847.

To the Nineteenth Cross Interrogatory he said

950 I will commence with the ~~Lyons~~ page
83, paragraph no 126; page 84, no 128;
page 87. no 132. page 91. no 139. page
92. Nos. 140. 142; page 102, no 153;
page 103, no 154; page 104. Nos 155. 156;
page 106, no 161; page 112, no 166. page
114, no 167. page 117, no 170; page 118, nos 171
172; page 120, no 176. page 121. no 179;
page 123. no 180. I consider the passages
referred to by the above numbers to contain
ideas & much of the language derived from
Scene.

To the Twentieth Cross Interrogatory he said

I do not think it as desirable. My
opinion is that Scenes would be preferred
by teachers.

To the Twenty First Cross Interrogatory he said

No Sir. Not that I remember. I think
I never have, I never do not remember of ever

being asked for one.

To the Twenty Second Cross Interrogatory he said
I have been accustomed to teach it as a
good division. I cannot say if it is original.
I consider it a quotation of ideas

To the Twenty Third Cross Interrogatory he said
Elements of a sentence, subordinate
coordinate, essential parts, phrase as
used here, identifying it, causal clauses
final clauses. I have never seen used
in the same sense in any other grammar.

To the Twenty Fourth Cross Interrogatory he said
I have been a teacher in one of the public
schools for seven years in Providence

To the Twenty Fifth Cross Interrogatory he said
He is not.

To the Twenty Sixth Cross Interrogatory he said
He had no influence in appointing me
and I suppose has none in dismissing me.

Alfred A. Gammell

| | | |
|-----------------|-------------------|---------|
| Interrogatories | 3 days attendance | 400 |
| | 2 miles travel | 10 |
| | | <hr/> |
| | | \$4.60. |

127
Given & Subscribed before me
this 15th day of May 1866
Joseph P. Thomas
Commissioner.

Ms. B. 1. 10
Theophilus

of Egypt.

6. 6. 22. July 2. Observed in
Court by several of parties
attending the trial.



United States of America.

THE Circuit Court of the United States, within and for
the Massachusetts District.

Massachusetts }
District, ss. }

TO Richard S. Stilwell of New York
City in the Southern District of New York, Esquire,
U. S. Commissioner

KNOW YE, That reposing confidence in your wisdom, prudence,
and fidelity, we have appointed, and by these presents do authorize and
empower you to take the answers [to the interrogatories hereunto annexed] of

William J. Tenny of the City County and
State of New York, a

Witness — to be examined on behalf of the Defendant
and to be used in a certain cause now pending in said Court, wherein

Wm. W. Bishop is Plaintiff,

versus

Saml. S. Greene

Defendant,

And to this end, at certain days to be by you appointed for that
purpose, to cause said witnesses, as aforesaid, to be brought before you, and
each witness, while present before you, to examine carefully on oath touch-
ing the premises. And when you shall have taken the examination as
aforesaid, to reduce or cause the same to be reduced to writing, and to be
subscribed by each of said witnesses in your presence. And the same, so
taken and subscribed, to return, together with this COMMISSION and your
doings herein enclosed, sealed and directed to the Circuit Court aforesaid,
holden at Boston, as soon as the same may be executed.

In Testimony Whereof, we have caused the seal of the said
Circuit Court to be hereunto affixed.

Witness, the Honorable Roger B. Tenny at Boston,
this 21st day of November in the year of our Lord
one thousand eight hundred and 85th

A. J. Fuller

CLERK.

N. B.—You shall not, except by consent of the parties in writing, permit either party to attend at the deposition, or to be present during such examination, except the deponent and yourself, and such disinterested person (if any) as you may think fit to appoint as a clerk, to assist you in reducing the deposition to writing. And you shall take such deposition in a place separate and apart from all other persons, and you shall put the several interrogatories and cross-interrogatories to the deponent in their order, and take the answer of the deponent to each, fully and clearly. Depositions to be taken on paper of like size with this.

I Richard C. Shreve U.S. Comr. for the South
in District of New York do certify that the Court
in named witness Mr. J. Fennay came before
me and after being duly sworn was examined
on the 18. 19. 20. 21. 23 & 24 days of November and
the 3rd 11th & 11th days of December 1855 at the
on the several Interrogatories and Cross Interrog-
atories annexed to this Commission, Separate
and apart from any other persons than the
Witness and myself, and that he subscrib-
ed the same in my presence -

R. C. Shreve
U.S. Comr.

United States of America.
Circuit Court of the United States.
within and for the District of Massachusetts.

W.^m W. Bishop

vs.

Sam^l S. Greene.

Interrogatories to William J. Tenney, of the City,
County and State of New York, a witness on the part of
the defendant in the above entitled action.

1.

Bishop

vs

Greene

Dr Int. to

William J. Tenney

to be examined at New York

1.

What is your name, age, place of residence,
and profession or occupation?

2.

Have you ever been a teacher? If yes,
where and in what position? How
long have you been engaged in literary pursuits and
labors as an occupation? Do you hold any office
connected with education? if yes, what office?

3. Have you examined "Greenes Analysis" and "Greenes First Lessons," and "Covells Digest of English Grammar"?

4. Have you examined English Grammars, or books treating of English grammar, or treating of or touching upon grammar or any parts of that subject, published before the publication or copy right of Greenes Analysis or First Lessons? if yea, name said books and the dates of Publication thereof, or otherwise describe or point them out so far as you are able.

5. Is, or is not, the system of the division and analysis of sentences, set forth in Greenes Analysis and First Lessons, new and original in said books; and was, or was not, the same contained in prior books and known as a part of common and general learning?

6. Are, or are not, the nomenclature, and exercises or examples, or either of them contained in Greenes said books, new and original in said books; and were, or were not, the same contained in prior books and known as a part of common and general learning?

7. What was the history and state of the

Learning or scenes of grammar or grammatical analysis of language, before the publication and copy right of Greene's said books? describe and set forth the same.

8. Are there any matters contained in Greene's Analysis or First Lessons.

bearing a similarity or resemblance to matters contained in Covell's Digest of English Grammar, which are also contained in books published before the publication or copy right of Greene's said book, and which you can point out and specify? if Yea, specify such matters at large, giving the parts or passages, and designating the books and places, and stating your opinion and explanations thereon.

9. Which, in your judgment, is the best adapted to the purposes of a school or class book, the Digest of Covell, or the Analysis or First Lessons of Greene? and if you give either one the preference, state your reasons therefor.

10. Do you know, or can you set forth, any other matter or thing, which may be a benefit or advantage to the parties at issue in this cause, or either of them, or that may be material the subject of this your examination, or the matters in question in this cause? If Yea

Set forth the same fully and at large in your
Answer.

Thornton H. Gethrop
Sole solicitor.

Circuit Court United States.
Massachusetts District.

Greene

vs.

Bishop.

Plaintiffs Cross interrogatories to W^m J.
Tenny of New York.

1. Have you ever employed as a text book
in any school of ^{which} you were the teacher
either "Greene's Analysis" or First Lessons. If so
when and where?

Have you made these books the subject of a
systematic and careful study; and are you
perfectly acquainted with all that they contain
and could you analyse a long sentence by W^m
Greene's method of Analysis?

2. Did you ever study W^m Greene's
books before you were requested to
examine them in Order to prepare yourself as a
Witness in this case?

3. If in answer to the 4th 5th or 6th
of the direct interrogatories you mention

any books, or state that any of the points named in said interrogatories are a part of common or general learning; Please state with great exactness the particular pages and editions and volumes of said books where said points may be found.

4th Please state whether any thing is to be found in any books with which you are acquainted which were published before W.^m Greene's said books on any of the following subjects viz that the classification of sentences is into five classes, the division of elements of a sentence into three classes, "Words." "Phrases" and "Clauses." The systematic treatment of clauses and phrases or elements of a sentence — The basis of the sentence, The materials being substantives adjectives and adverbs — The doctrine of assumed and predicated attributes — The mode of forming complex elements? If so Please state particularly in what books these matters are to be found and give the volume, page and edition of the book.

5. Has Corwells Digest any matter on these points — If so. where in your opinion did he derive his information on them?

The Complainant objects to the 7th of
the direct interrogatories, as irrelevant.

Samuel Shaw Jr.
Compt^{ing} Solicitor.

The Defendant objects to the 2nd of the direct
interrogatories as irrelevant.

Thornton R. Lathrop
Def'ts Solicitor.

15. 14. 20 21. 23. 26. 3. 4. 11

Deposition of W^m J. Tenney produced sworn
and executed ~~on~~ the 15. 16. 20. 21. 23. & 24th days of
November & the 3rd. 6th & 11th days of December 1855
at the City of New York under and by virtue
of a Commission issued out of the Circuit Court
of the United States for the Dist of Massachusetts
in a certain Cause therein depending and at issue
wherein W^m W. Bishop is plaintiff and Samuel
J Greene is defendant as follows

To the 1st Interrogatory he saith

W^m J. Tenney, Over 40 years of age,
Elizabeth New Jersey, I am at
present Editor and publisher of
the Mining Magazine.

To the 2^d Interrogatory he saith

I have been a teacher of Academies
in Connecticut, and of Mathematics
in the Navy. I have been engaged
in literary pursuits and labors at
least fifteen years. I am a member
of the board of Education in Eliz-
abeth, and am Superintendent of
the board of Public Schools in
that City.

To the 3^d Interrogatory he saith

I have examined all of them.

To the 4th Interrogatory he saith

I have examined numerous works, treating on the subject of Grammar, published before the publication of Greenes Analysis, those which I remember are the following
K. F. Beckers Grammar 2^d Edition 1845. Kechners Greek Grammar translated by Edwards & Taylor 1844. Edinburgh Encyclopedia Vol 10 Edition 1832. Grammaire Generale des Grammaires Paris 1845 Whatelys Logic 1837 Mills system of Logic, Harper reprint 1850 Gould Browns Grammar 1844. Abridgement of Blair's Lectures 1818. Beattie's Essay on the Theory of Language. Brown's Gradual lessons 1843. Hallocks Grammar 1842 De Lacy 1837. Andrews & Stoddards Latin Grammar 1838. Campbells Philosophy of Rhetoric. Goldsburns Manual 1842. Muncys Grammar 1809. Webster's Grammar, Mandevilles Elements of Reading and Oratory 1845. Hazens Practical Grammar 1842. Welds Principles of English Grammar 1846 & 1847 Do Latin Lessons, Copyrighted 1845. Wells Grammar 1846 New Copyright 1845. Sanborn 1844. Butlers Introductory Lessons 1845.

To the 5th Interrogatory he saith

Green's Analysis is not original I think. First in the Science which it contains, or in the development of the Scientific Principles upon which it is based. Second In the System of the Analysis adopted - Third in the Classification of that System Fourth in the terms which are used Fifth in the Application of the use of those terms - The same was contained in prior books and known as part of Common and general Learning

To the 6th Interrogatory he saith

The Nomenclature is to be found in previous books I think. Many of the exercises or examples contained in Green's books are as near exercises and examples doubtless original, but the points they are intended to illustrate may be found treated in other books, and are known as a part of Common and general Learning

To the 7th Interrogatory he saith

As the Subject Matters the ^{early} history and history respectively. which are asked is language or the Science of Grammar or Grammatical Analysis. The first point to be determined is what is language. It will not settle this point to say that language consists of words, and to quote the definition in which all writers agree, "that words are the signs of ideas", because neither words as such by themselves, nor ideas are a part of the object of the question. Greene's first work is entitled "The Analysis and Classification of Sentences and their Component parts" It is therefore words in their connected order of use which form the subject of the interrogatory, and this is language. Greene defines it thus "Language is the medium through which we communicate our thoughts" "Discourse is a continued series of thoughts, each expressed by an assemblage of words called a sentence" Analysis pp 8. "A sentence is a thought ex

pressed in words." Analysis
 pp 13. Says the German
 Grammarian H. F. Becker, see
 Grammar published by J. C.
 Neuman Frankfurt 1845. 2^d
 edition page 22 "Speech is
 the expression of thought by
 words, a thought expressed by
 words is a sentence" Says
 Kuhn in his Greek Grammar
 translated by Edwards & Taylor
 of Andover 1844 See 238.

"A sentence is the expression of
 a thought in words" The Edin-
 burgh Encyclopedia Vol 10
 Edition 1832 page 4 Article
 Grammar Says "Language con-
 sists in the production of thought
 by means of oral signs" The
 Grammaire Générale des Gram-
 maires Françaises de By Napoleon
 Landais 5th Edition Paris 1845
 page 11 Says. "The object of speech
 is to express our thoughts, but
 in order to analyse speech it
 is necessary to know how to
 analyse the thought & This
 Analysis of the thought is the
 fundamental principle common
 to all languages and to all
 men" The same also page
 11 Says "Grammar which has

for its object the enunciation
of thought by the aid of words
written or spoken admits of
two classes of principles. The
first are immutably true, and
of universal use. They con-
form to the nature of thought
itself - they follow its analysis
and are only the result
of it. The other class is a
hypothetical verity, dependent
upon accidental conventionalities,
arbitrary, fluctuating, and
furnishes an origin for the
different languages. The same
Author on page 208 quotes
from Estarac's Grammaire Générale
and Grammaire Française thus
"Since the object of speech
is always to express our
thoughts, it should be a pic-
ture of which the thought is
the original. Let us therefore
form a picture, for the most
simple judgment (thought) and
we shall see that in order
to render it complete it can
not have less than three
words. In short it is necessary
to designate one of them as
the subject or the object of
the thought. Another to express

4

the quality of the Modification which is observed in the Subject, and a third to express the Agreement, or disagreement which our understanding perceives to exist between the Modifier and the Subject or the Copula" Gould Brown Edition 1844 says "In all correct language the grammatical relation of the words corresponds exactly to the relation of the things or ideas expressed". It appears that Authors treating of Universal Grammar or regard thought uttered or written, judgment uttered or written proposition and sentence as equivalent or synonymous terms. Says Landais above mentioned on page 282 "The expression of the judgment is that which is called a proposition" In Whately's Logic Edition of 1837 page 69 is the following "An act of Apprehension expressed in language is called a term, and an act of judgment a proposition" Says Mills System of Logic Harpers reprint in 1850 from the English edition of page 12 "Whatever can be

an object of belief or disbelief
must when put into words
assume the form of a prop-
osition" Again "A proposition
according to the Common
Simple definition is discourse
in which something is affirmed
or denied of something" Again
"every proposition consists of
three parts. The Subject, the
predicate, and the Copula"
This definition of a proposition
is found in treatises on logic
from the days of the Stoics to
the present time. Says Green
Analysis page 13. "When an
attribute is predicated of an
object united ideas constitute
a thought, and the form of
expression is called a sentence"
Says Whately's logic above
mentioned page 74 "A propo-
sition is defined logically a
sentence indicative" Says Green
Analysis page 15 "a proposi-
tion is the combination of a
subject and predicate, and
is either a simple sentence or
part of a complex or compound
sentence" Says Becker above
mentioned edition 1845. page
177 "a sentence is formed

by the combination of a subject
and predicate" Says Covell
Digest page 92 "a proposition
contains a subject and pred-
icate" Again page 91 "it
(a sentence) may contain one
or more propositions" These
views which form the basis
of every analysis, or the structure
of language in general, or of
any particular language have
long been common learning among
civilized nations. The points
embraced in them are not
open to discussion, but have
been established as truth, and
the earliest as well as the more
recent writers do not differ
upon them. Green and Covell
are both among this number
Says Landais in Grammaire
Generale above mentioned page
397 "since mankind everywhere
speak only for the purpose of
communicating their thoughts - and
also every where the analysis
of the thought is the same the
enunciation (expression) of that
thought founded on analysis
that is to say on the analytic
arrangement of words should
likewise be everywhere the same

literally to analyse is to resolve
or (developpment) unfold a
whole into its parts. There cannot
therefore be in all languages
but one method only which
is necessary to form sense into
words, and that method con-
sists entirely in the successive
order of the relations which
are found between the words
of which a part are enounced
in such a manner that they
must be modified restrained
determined, and the others as
"modifying limiting determining
them" Again page 397 "the
Analytic Arrangement is the
only one necessary to languages
Languages differ in the Names
of objects in the words de-
signed to express qualities,
Modifications, attributes of
objects; in the accidents (Cases &c)
of words; in the manner of
expressing the mutual relation
or dependents of words, in the
use of Metaphors & but in all
the thought ~~of~~ which any one
desires to express is represented
by words which in their analyt-
ical arrangement, ought to have
among themselves the same order

6.
The same relations which exist among the particular ideas which each represent." ~~The~~ ~~See~~ says the abridgment of Blair's lectures on Rhetoric edition of 1818. "but the fundamental rules of Syntax are common to the English and the Ancient tongues, and regard to them is absolutely requisite for writing or speaking with propriety." The Analysis of Sentences is a Science if I may use the term in which the principles are as fixed and precise, as those of any Science, and every writer upon Grammar has more or less known and recognized them, indeed otherwise it would be impossible to advance a step in a preparation of a treatise on Grammar, the parts of Speech could not be determined except on the basis which these principles afford, much less some of the rules of Syntax which are found in all Grammars. The analytical plan upon which the School books of Modern days are constructed in this Country has given more prom-

inence to this Method of treating
Language than was attached
to it previously, *Verbs, Princi-
pals*, and parts of this system
are to be found in early writers.
It is the French and German
Grammarians who are foremost
in presenting the system of the
Analysis of sentences extensively
and applying it in the prepa-
ration of Grammatical treatises.
Thus Professors B. B. Cressad
and J. H. Gayler of Phillips
Academy Andover, state in
their preface to Kuhnke's Gram-
mar of the Greek Language trans-
lated by them from the German
the following which is also
apparent on examination.
"The Author (Kuhnke) adopts
substantially the views ~~which~~
which are maintained by
Becher, Grimm, Hupfeld and
others and which are fully
unfolded in the German Gram-
mar of Becher. According to
these views the forms and
Changes of Language, are the
result of established laws
and not of accident or ar-
bitrary arrangement. Conse-
quently Language may be subjected

7.
to Scientific Analysis and
Classification. The multitude
of details may be embraced
under a few Comprehensive
principles and the whole may
have somewhat of the com-
pleteness and spirit of a
living organic system. The
Greek system is cast in the same
mould as that ^{of the} French and German
writers of an earlier date, and
follows them with remark-
able precision. It is incorrect
to call it a new system.
Dr Beattie in his essay on
the theory of language thus
speaks "Plato reduces all
parts of speech to two, the
Noun and the Verb which
his followers endeavor to
vindicate by urging that
every word must ~~be~~ denote
either ~~it~~ a substance or the
attribute of a substance,
that by the Noun and Pronoun
substances are signified
as attributes are by the At-
tributive, and that attributives
are spoken of by the Ancient
Grammarians under the general
denomination of Verb. The old
division of Syntax into Concord
and Government was in former

times regarded as ~~the~~ a basis
for many of its rules. But
the best grammarians have
ceased to regard this distri-
bution and practically adopt
that which arises from the
Nature of Sentences. By turning
to the gradual lessons of Fowler
Copyrighted in 1846 we shall
find in his preface dated
December 1846 previous to
Greens which is dated 1847
a description of the Analysis
and Construction of Sentences
on the same ^{fundamental} principles as are
adopted by Green & Covell
he says "it has long been tes-
ted in the Authors School and
has been tried by other teachers
with a success that they
did not anticipate. The plan
has been submitted to the
examination of School Commit-
tees, teachers and other literary
Gustavus instructive in education
and their decided approval
has encouraged the Author to
publish it." Again "the plan
is somewhat analogous to
that pursued in the best German
Schools though greatly modified
but it does not alter the estate

8

which Nomenclature of our
ground. Innovations are
often made to introduce some
peculiarity of doubtful tendency
but so magnificence into impor-
tance in the Authors eyes.
as to overshadow the subject
to the exclusion of just and
rational views. In this work
no such innovations are made
but the Author claims to have
presented the subject in a
more natural and reasonable
manner, unincumbered by tech-
nicities which the pupil
cannot understand. Green
does not regard it as a new
system. In 1846 his views had
been tried, his book in fun-
damental principles is essentially
the same as that of Green or
Covel and in a part of its
tenets. Such is an outline of the
history and state of learning, as
it respects the science of Gram-
matical Analysis on those
points on which Green and
Covel are at issue.

To the 8th Interrogatory he saith

There is a similarity or resemblance

in books treating of Grammatical instruction founded on the Analysis of Sentences so far as the subject is considered in them. The Subject is single or a Science if I may so speak, having fixed Principles and in discussing it as a whole or in detail all writers have a resemblance. In order to state how far those matters which are common to Greene & Covell or which have a resemblance in both are contained in books published before the publication or Copyright of Greene's books it will be necessary to consider each of those leading points in detail. Commencing at the basis of the analytical system for the construction of sentences which has been common learning for centuries, namely - that the sentence is a representation or expression of the thought. It may be seen how far that which is similar in both is common learning among writers.

Sentences

I have already noticed the definition of a sentence as given by Covell, Greene and various other writers. Becker the German writer defines it in the words

subsequently used by both Coade and Greene, but through all writers there is perfectly perceptible an identity of idea which admits only of a trifling variation in the expression "Life is short" is the illustration given by both Greene and Coade to this definition. It is also used by Lindley Murray for the same purpose page 137 Edition 1809, and by many other writers.

Classes of Sentences

The Classification of Sentences as presented by Coade is as follows Section 149. "The Classification of Sentences depends upon their form, Mode and Structure. In form they are Simple, Complex and Compound. In Mode they are declarative, imperative, and interrogative, either of which may be exclamatory. In Structure they are either Close, Compact, and loose." There are classes of sentences which have been common leading for a long period. Strictly speaking the Classification of Sentences dependant upon their form is the only one which comes within the province of an analytical treatise. The Classes dependant upon Mode and Structure

belong to Rhetoric, and in treatises on that subject they are to be found investigated at considerable length. Some Grammarians, more than one or the other class in a few words only, but in no treatise on Grammar are they regarded as of importance.

In form

Covells Section 142 thus proceeds, with the details of his Application Classification. "Sentences in form are Simple, Complex, and Compound. A Simple Sentence contains, but one proposition. A Complex Sentence contains dissimilar propositions. A Compound Sentence, contains similar propositions.

(Note) Complex Sentences, are connected by subordinate conjunctions, Conjunctive adverbs, and Relative pronouns, Compound Sentences are connected by Coordinate conjunctions - -

Clauses or Members are the parts of Complex or Compound Sentences. Section 144 "A Complex Sentence contains dissimilar propositions as 'I will go when he comes' 'I will go' is the principal clause 'When he comes' is the subordinate clause, and makes complete

sense only when united with the principle clause. It is therefore often called the dependent clause. The subordinate clause is often placed first as 'when he comes I will go'. The conjunction is ~~not~~ a part of the subordinate clause, since with its clause, limits or restricts the principal clause as 'he is the man whom you desire'. Hence the clauses are dissimilar. The propositions or clauses of a complex sentence are connected by subordinate conjunctions, conjunctive adverbs, or relative pronouns, expressed or understood as 'you may go if he is willing to'. Section 167 "A compound sentence contains similar propositions as 'I will walk and you may ride'. I will walk is the first clause, and you may ride is the second clause. These are independent of each other, i.e. each makes perfect sense by itself. Hence these propositions or clauses are similar and coordinate, i.e. of equal rank. The clauses of a compound sentence are connected by coordinate conjunctions, expressed, or understood."

Section 168. "A Partial Compound sentence has one of its principal elements Compound" Wallocks Grammar edition 1842 Page 141 Says. "A Simple sentence consists of only one proposition" Covell and Greene both use almost precisely the same words. This definition is found in an analytical summary of the construction of sentences, which contains a large portion of the principles to be found in either Covell or Green. Section 224 "the propositions of which a compound sentence consists are called clauses, or members" J. Andrews and Stoddard's Latin Grammar 4th Edition 1838. Section 203 Says "a sentence consisting of one proposition is called a simple sentence. A sentence consisting of two or more propositions is called a compound sentence, and the propositions of which it is composed are called members or clauses". Gold Brown Grammar Edition of 1844 Says "A simple sentence, is a sentence which conveys, but one affirmation or one negation. A

Clause or member is a sub-division of a Compound sentence and is itself a sentence either simple or compound. ~~the~~

Writers on Grammar generally recognize the single proposition as the idea of a simple sentence. On the subject of complex and compound sentences there has been no disagreement in ideas among the leading and authoritative grammarians. Indeed the ideas have been established as common learning for a long period and have served as a basis for a part of the classification of Conjunctions, one of the parts of Speech. But there has been a variability in the designation of those ideas, and in the place assigned to them as sentences, or parts of sentences. Thus some grammarians who make two classes of sentences simple and compound, immediately divide the compound into two species. The one having dependant members and the other having independent members. Other grammarians who make two classes, simple and compound

divide the Simple into two species, Incomplete and Complete. These are the more logical writers of the two. They regard a sentence with dependent clauses as expressing but one logical proposition, and hence class it with simple sentences. It is manifest that when Greene uses the word "Complex" he applies it to designate ideas to which it had been applied by previous writers. Thus he speaks of Complex elements, and Complex sentences. Take the case of Complex elements; for a moment. De Saey whose work was published in Paris about 1800 in a translated edition of 1837 Page 20 says "A simple subject may be either incomplete or Complete. It is incomplete when it denotes a thing the nature of which is determined by a single idea only, Complete when it denotes a thing the nature of which is determined by several ideas thus 'Peaches are an excellent fruit'. The simple subject is at the same time incomplete. In the other example 'Antimonial peaches which are very much exposed

and arrived to perfect maturity are an excellent fruit'. ~~The~~
 The Simple Subject is Complex; for the principal idea 'Reaches', is modified by that of the season, Autumn, and those of favorable exposure and perfect maturity. So Greene Analysis, Section 95 says "The Subject taken with the words which limit it is called the Complex or logical subject. This is precisely the idea presented by De Saey in his definition of the Complex Subject. Some designate by the term Complex the same idea as that to which De Saey applies it, But to ~~return~~ ^{return} Complex Sentences. The French Grammarians divide the Sentences into Simple and Compound, and the Simple again into incomplex and Complex, and all as far as I am acquainted designate the sentence with dependant Clauses, as Complex. Some English or American Grammarians consider the dependant Clauses as a species of the Compound Sentence. Thus Hall's Grammar, Edition 1842, Section 225 says "The members of a Compound sentence are either dependant or independent" Section 326

"A Clause is independent when it makes complete sense by itself dependant when its sense is complete, only in connection with another clause." So Becker the German Grammarian above mentioned Section 27. & 28 says "Simple sentences are connected with one another so as to form compound sentences. This is done either first by way of Subordination or second by way of Coordination. First Subordination, one sentence being dependant upon another sentence in such a way as to be merely its subject & second Co-ordination two sentences each of which has an independent meaning, or is intelligible without the other." So also Andrews and Stoddards Latin Grammar edition 1838, says "The members of a compound sentence are either independent or dependant. An independent clause is one that makes complete sense by itself, a dependant clause, is one that makes complete sense only in connection with another clause, as 'Phocion was always poor though he might have been rich'. Here the former clause

is independent, the latter dependent. That member of a Compound sentence on which the other members depend is called the leading clause, its subject, the leading subject, and its verb the leading verb. So Kühn's Greek Grammar edition of 1844 Section 319 says "When two or more sentences stand in an intimate connection with each other there is a two fold relation to be distinguished they are either so related to one another as to form one thought each however being in a measure independent of the other e.g. 'Socrates was very wise, Plato also was very wise' or they are wholly united with each other, since the one defines and explains the other, and the one appears as the dependent member of the other. e.g. 'Since the Spring has come, the roses bloom'.

The first class of sentences are called Co-ordinated the last subordinated. So an old edition of Campbell's Philosophy of Rhetoric, without date to the imprint, and which I have had more than twenty years, says page 44: "Sentences are either simple or complex. Simple consisting of one member only, as this 'in the

beginning 'God created the heavens
and the earth' Complex consisting
of two or more members linked
together by conjunctions as this
"I doubtless thou art our father ~~thou~~
though Abraham be ignorant of us,"
and Israel acknowledge us not
Again Book 3^d Lecture 3^d Camp
bell says "I now come to the
consideration of Complex Sentences,
there are of two kinds. They are
either periods, or sentences of
a looser composition, for which
the language doth not furnish
us with a particular name.
A period is a Complex sentence
wherein the meaning remains
suspended till the whole is
finished. The criterion of a period
is this. If you stop any where
before the end the preceding
words will not form a sentence"
Thus we have a simple sentence
and two kinds of compound
recognized by American and
German writers, who divide them
into simple and compound,
and simple, or incomplete recog-
nized and complex recognized by
French writers, and also two
kinds of complex recognized
them by writers who divide them

into Simple and Complex. Some give them distinct names, as Campbell, who calls them the Period and loose sentence.

Walker calls them loose and Compact, and both give them the general term of Complex sometimes Compound. ~~Coler~~ Goldsberry's Manual of English Grammar Edition of 1841 in Sections 289 and 290 thus divides sentences in the same terms as Covell and Greene subsequently to him "There are three kinds of sentences, Simple compound and Complex". If we analyse the definitions of Goldsberry I think we shall find that they contain the same ideas as those of Covell and Greene and also of the writers above quoted relative to dependent Clauses. He says sections 291 and 292 "A Compound sentence consists of two or more simple sentences united, having more subjects or more attributes than one, and it may be resolved into as many simple sentences as it has subjects or attributes, as faith worketh patience, and

Patience experience, and experiences
hope" "A Complex sentence is
one which has more subjects
or more attributes than one
but which cannot be resolved
into simple sentences without
destroying the sense, as more
scholars attend the school
than can be conveniently be
seated". If simple sentences
have but one subject and one
attribute, or contain but one
proposition as Goldsberry, Cor-
nell and Greene all say, then
Compound sentences defined as
by Goldsberry must contain
more than one proposition, and
these must all be similar, be-
cause they are all resolvable
into the same thing, namely
simple sentences. So also Com-
plex sentences all contain more
than one proposition as defined
above, and these are dissim-
ilar, because they cannot be
resolved into the same thing
~~without~~ simple sentences
without destroying the sense
Thus Greene says Section 358
(a) "A Compound sentence is formed
by writing two similar simple
sentences, just as a compound

element is formed by combining
 two similar simple elements.
 (b) a Compound sentence differs
 from a Complex precisely as
 a Compound element differs
 from a Complex. In a Complex
 sentence one clause enters in
 as a Constituent element of
 the other, either as its subject,
 attribute, object, or Modifier
 but in a Compound sentence
 one clause is in no way a
 part of the other. It is composed
 of two distinct and independent
 parts. One point of Goldsburys
 definition of a Complex sentence
 is this "but which cannot be
 resolved into simple sentences
 without destroying the sense"
 But according to Greener State-
 ment "One clause enters in as
 a constituent element of the
 other, either as its subject at-
 tribute, object or Modifier". It
 is impossible I think to change
 the nature of this constituent
 element, this subject or Modifier
 without as Goldsbury says
 destroying the sense, which I
 understand to mean, the sense
 expressed, or intended to be ex-
 pressed by the existing arrangement
 of the words. Goldsbury also

says. One is resolvable into simple sentences or propositions and the other is not. That which is resolvable consists of similar propositions, and that which is not resolvable, of dissimilar propositions. The unresolvable ones Goldsbury calls complex, and the resolvable ones Compound. The remark of Greene is still further worthy of notice as showing that all these writers have a similar idea. That which Goldsbury, Conell and Greene, call Complex. Greene thus speaks of as last quoted "In a Complex sentence, one clause enters in as a constituent element of the other, either as a subject &c. But in a Compound sentence, one clause is in no way a part of the other. It is composed of two distinct and independent parts". This idea of a Complex sentence is the same as that of a sentence with dependant clauses respecting which I have noticed the views of Beecher, Kuhnner, Andrews and Stoddard, Campbell and Bell & Greene also expresses the same

ideas as is manifest by what he says in Section 213 Analysis, namely, A Complex sentence is formed by uniting a principal and a subordinate clause. See Section 23 thus Proter is termed a partial Compound "Thus the subject as well as the predicate is often found to be Compound" Again Section 324 "When two Co-ordinate sentences have either the same subject or the same predicate, or another essential part, common to both sentences e.g. he eats and he drinks; the two sentences are frequently contracted into one sentence as he eats and drinks"

Mode

Cowell in Section 143 Digest says "Sentences in Mode are declarative, imperative, and interrogative, either of which may be explanatory". Greene Section 293 Analysis says "Sentences thus considered are divided into four classes, ~~Declarative~~ Declarative, Interrogative, Imperative and Explanatory. In the definitions of these classes of sentences, and their

treatment, there is no special
resemblance between these
Authors. Murray's Grammar
edition of 1809 page 137. Says
"There are three sorts of Simple
sentences. The explicative or
explaining, the interrogative, or
asking, the imperative, or Com-
manding" Noah Webster's Gram-
mar edition of 1843 Says
"Sentences are declaratory, im-
perative, interrogative, or Con-
ditional" Becker Section 38
designates three kinds. First as-
serting, second, interrogative,
Third, imperative" This idea
of classifying sentences under
the designation of Prose is more
distinctly pointed out in Becker
than in other Authors. His Chap-
ter is entitled "Relations of Sen-
tences to the Speaker" This entire
division however is not of special
importance as bearing upon the
analytical construction of sentences.
Mandeville's elements of reading
and oratory page 50 Says "All
sentences whether Simple or Com-
pound are comprehended in three
classes. The declarative, the in-
terrogative, and explanatory"

The definitions of these classes

are very similar in all writers who recognize them. Coole Section 153, divides interrogative sentences into four kinds "definite, indefinite, indirect, and double" Mandeville, elements 2 page 56 says "Simple interrogative sentences are either definite, indefinite or direct." Greene divides interrogatives into direct, and indirect, page 121 Analysis. Mandeville page 58 divides explanatory sentences into the declarative, interrogative, compellative and spontaneous. On page 83 Mandeville says "A Circumstance is part of a simple or compound sentence, required by the sense but not essential to grammatical construction" Coole Section 1445 says "A Circumstance is an important word, phrase, or clause placed at the beginning middle or end of a sentence"

Structure

Coole Section 1444 says "Sentences in structure are close compact or loose" The compact is divided by him into compact, and double compact. Of the double compact, he makes two species, Affirmative and negative.

Of the loose sentence he makes two kinds, perfect loose, and imperfect loose. In these subdivisions Coole very closely resembles Mandeville. Thus Page 60 Mandeville says "Compound sentences are either, close, compact or loose." page 62 "Compact sentences are either single or double. The double Compact contains two species Affirmative and Negative. Of the loose sentence there are two species, the perfect, and imperfect"

Elements of Sentences

The "elements of sentences" is one of the most prominent points at the basis of any attempt to analyse the structure of sentences. These are recognized by all writers whose works contain any notice of the principles of universal grammar. Coole thus defines them. Section 146 Digest "The elements of sentences are either words, phrases, or clauses & & & A sentence may have five distinct elements, two principal and three subordinate, as 'Attentive¹ servants drive² horses carefully'. The principal elements are the subject and predicate²

as 'boys read'. They form the basis of every complete sentence. The subordinate elements are the adjective, objective and adverbial elements as 'good boys, read books attentively'. They serve to modify or limit the principal elements on which they depend. Thus Hazen's practical grammar of 1842 pages 51 & 52 says "In the English language there are five distinct verbal forms of Constructions, to which phrases are prefixed and appended, namely the intransitive, the intransitive post adjective, the intransitive post substantive - the transitive the passive. The essential elements of the intransitive form are ^a "Nominative Case (Subject) and an intransitive Verb (predicate) introduced by it into the sentence as 'I am' 'Adopto diffini'. The essential elements of the intransitive post adjective form are a Nominative Case, and an intransitive Verb - commonly the Verb to be introduced by it into the sentence, together with an adjective belonging to that Nominative Case as 'I am Cautious'. The essential elements of the intransitive post substantive form

are a nominative case, and an intransitive verb, commonly the verb to be introduced into it by it into the sentence, together with another nominative case having reference to the same thing as 'I am he' 'We are gardeners'. The essential elements of the transitive form are a nominative case, and a transitive verb introduced by it into the sentence, together with an objective case governed by the verb as 'I read history' 'He studies grammar'. The essential elements of the passive form are a nominative case, and a passive verb introduced by it into the sentence as 'I was accosted'. See for repetition of the same pages 74 & 84. Gould Brown's Grammar edition of 1844 is still more explicit as follows "The principal parts of a sentence are usually three, namely the subject, or nominative, the verb and if the verb be transitive, the object governed by the verb 'as crimes deserve punishment. The other parts depend upon these, either as primary, or secondary adjuncts 'High crimes justly deserve a severe

severe punishment". Here are
 to be found all the elements
 stated by Locke, to wit the Subject
 Predicate, and object as principal
 elements, and the adjective and
 adverbial parts as secondary
 adjuncts. So likewise Belles Prin-
 ciples of English Grammar, edition
 of 1846 presents five elements
 to the sentence ^{Section 3} 'Methods of
 analysing. First point out the
 subject of the sentence. Second
 point out the predicate of the
 sentence. Third point out the Mod-
 ified Subject. Fourth point out
 the Principia predicate. Fifth
 point out the adjuncts or Modified
 of such other words as are Mod-
 ified or limited as 'good breeding
 consists in a respectful behaviour
 to all' First, breeding is a Subject
 - It is the noun Spoken of - Second
consists is the predicate, it affirms
 something of breeding. Third, good
breeding is the Principia Subject.
Good is the adjective. Fourth -
consists in a respectful behaviour
to all is the Modified predicate.
 Fifth - respectful modifies behaviour
 it shows what kind of behaviour
to all is the adjunct of behaviour
All means all persons, and is the

object of the proposition ~~to~~ "In the preface to this volume is the following statement, showing as appears by the Contents that Alda preceded both Greene and Coull in the scientific analysis of sentences." The idea of a sentence is impressed upon the mind of the learner by a variety of exercises, questions, and explanations. He is taught that the noun and the verb, are the most important parts of speech, and that without employing both, no idea can be fully expressed in language. The parts of speech which extend or limit or in any manner modify the meaning of the noun are next in their proper order clearly illustrated and defined, and in like manner the modifications of the verb are explained. The sentence which was begun with two words namely, the noun and the verb is thus gradually extended as nature dictates in learning language, and in a manner which can hardly fail of making the relations of words well understood by the learner. Thus also Rutner's

Greek Grammar, Edition 1844
 translated from the German by
 Edwards & which is based sub-
 stantially on the analytical structure
 of sentences says Section
 239 (2) "A sentence consisting
 of a subject and predicate may
 be extended by defining the
 subject and predicate more exact-
 ly. This more exact definition of
 the subject (which is called
 an attribute) is caused either
 by the addition of an adjective
 e.g. to ~~ἡ δὲ~~ ^{καθὲν} πόλις or by a substantive
 which may be either in
 the genitive - an attributive gen.
 e.g. ὁ τοῦ βασιλέως κήπος, regis Hortus
 = regius Hortus, or in the same case
 as the subject i.e. in apposition
 e.g. κήπος ὁ βασιλέως. The more exact
 definition of the predicate (which
 is termed the object) is made either
 by the cases of the substantiae, by
 prepositions with the substantive
 or by a form of the infinitive, or
 by an adverb." Again Section
 262 Existence Attributive, which
 Cowell designates as the third ele-
 ment Kuhn says "Attributives
 serve to explain more definitely
 the idea contained in the sub-
 stantive to which they belong."

The attributive may be a/an ad-
jective or participle of a substan-
tive in the genitive of a sub-
stantive governed by a prop-
osition of an adverb of a sub-
stantive in apposition. Again
in Section 267, speaking of the
"objective relation of sentences"
denominated by Coester the
fourth element Kuhner thus
says "As the attributive rela-
tion of sentences serves to define
the subject (a substantive idea)
more particularly, so the objective
relation serves to define the
predicate more particularly. By
the object² is to be understood
all that which as it were stands
over against (objectum est) the
predicate, i.e. every thing by which
the predicate is more particular-
ly defined. of the cases of the
prepositions in connection with
the cases of the infinitive of
the participle of the adverb
Again in Section 301 entitled
"the pronoun as subject pred-
icate, attribute, and object"
Kuhner thus speaks "Pronouns
denote the subject predicate, at-
tribute and object⁴, when these
latter are not to be represented

as expressing the meaning of
 objects or qualities, but when
 it is to be shown merely
 that an object has reference
^{either} to the speaker himself, or to
 the person addressed, or to
 another person or thing. To
 Again in Section 314, entitled
 "The Adverb as expressing the
 objective relation". Kühner thus
 expressly designates the adverbial
 element "The object relation is
 finally expressed by adverbs.
 Adverbs denote the relation of
 place, time, way and manner
 the quantity of a predicate or
 attribute, or of another adverb".
 So at Section 312 we find
 Kühner speaking of adverbial
 relations as subordinati relations,
 which is the term used by Coe
 to designate all excepting the
 primary relation. By a reference
 to the table of Contents of Kühner's
 Greek Grammar it appears that
 more than 100 Octavo pages
 are devoted to an investigation
 of the relations of words, based
 upon the analytical construction
 of sentences. It is worthy of note
 that both Kühner and Becker
 to whom I will presently refer
 call all modifications of the

predicate objects, but each observes
a difference between the accu-
sative object and the adverb.
the former "completes the idea
of the predicate" the latter ~~quasi~~
"merely defines it". Thus section
335 Hubner says. "Adverbial
sentences are adverbs or parti-
ciples, and substantives, used
adverbially ~~expounded~~ into
sentences, and like adverbs
denote an adverbial object-
ie such an object as does
not complete the idea of the
predicate but merely defines
it". This is the same as Greene
subsequently says. Section 125
Analysis of "Such additions
constituting the adverbial ele-
ment are not like the object
indispensable to complete sense"
If we take up Becker's German Gram-
mar, edition of 1845, we find the
entire work based upon the ana-
lytical construction of sentences.
Here is made the same distinc-
tion between the principal and
subordinate elements of a sentence
which is observed in both
Coelle and Greene. Thus in Sec-
tion 21 Becker says "A simple
sentence consists of two members

First, the Subject, the person or thing spoken of. Second the predicate i.e. that which is affirmed of the Subject, and in Section 2³ figure (2) he further says "Substantives and Verbs express Notions i.e. ideas of beings or actions formed in the mind, they are the essential parts of Speech." So Couche designates two principal elements of the Sentence to which the others are subordinate. In the same Section Becker thus speaks "Thus the Subject as well as the predicate is often found to be compound, and from the Substantive (Subject) and Verb (predicate) must be distinguished three accessory parts which are added to explain in a more distinct way, the particular relations which the Notions bear. First to other Notions. Second to the person speaking. These relations are expressed by relational words i.e. words which do not in themselves represent an idea, or notion like verbs in substantives, but merely point out the relations existing between Notions and words."

verb and substantive &c" In section
24 Becker designates the subor-
dinate or accessory parts or
relational words thus "all
words qualifying or individ-
ualizing a substantive are
termed its attributes. The re-
lation of an attribute to its
substantive is termed the at-
tributive relation, and the com-
bination of a substantive with
its attribute the attributive
combination. A word which
qualifies a substantive is termed
an adjective. Adjectives however
are not only used as attributes
qualifying substantives, but
also when connected with the
auxiliary word to verb to be
taking the place of a predicate."
Section 25 "All words qualify-
ing or individualizing a verb
or adjective are termed its
objects. The relation of an object
to its verb or adjective is
termed the objective relation
and the combination of a verb
or adjective with its object
is termed the objective com-
bination." "A word which
qualifies a verb or adjective
is termed an adverb. Adverbs

can only be used as objects qualifying a verb or adjective in a particular way". There is as clear and distinct an appreciation of the parts of a sentence under the designation of essential and accessory as that presented by Corde, Greene and others, under the designation of principal and subordinate. Indeed Becker further on uses one of the terms found in there, and claimed by Greene to be original. Section 185 "In German the construction of a sentence depends not only on the grammatical signification of the words expressing either the subject or predicate, or an attribute or object which should therefore be carefully attended to, but on the kind of sentence itself, as being either principal or accessory". The following remarks of Becker should not be overlooked in this connection, as showing to what an illustrious degree he carries his analysis. Section 246 "Every word or connection of words, or accessory sentence

added to a verb or adjective
in order to determine or limit
its sense, is termed its object,
and the connection of a verb
or adjective with its object, is
termed the objective combination.
Section 247 "All those objects
which are not required, in
order to form a complete
predicate, but merely express
particular circumstances, such
as the place, time, manner
& of an action, are termed
adverbial objects: e.g. he sleeps
during the day" So Fowler in
the preface to his Gradual
Lessons dated 1846, says
"The pupil should first con-
struct a simple sentence
consisting only of a subject
and predicate; then introduce
the several classes of limiting
words, one at a time till he
is familiar with all, and
with their relations to the words
they limit. Next let him con-
struct compound sentences,
till the connection or dependence
of clauses is rightly understood
with their limiting or modify-
ing power." Clauses and phrases
as forming parts of sentences, have

have been recognized by all
 grammarians. Written in analytical
 icol grammar and Greene
 among the mistaken, but the same
 under the designation generally
 of subordinate. Greene entitles
 his third Chapter page 127
 Analysis "Elements of the third
 class, - Subordinate Clauses"
 Kuhner Section 348 (4) "The
 position of the subordinate clause
 corresponds with the words
substantive, adjective, adverb
 whose place they take in the
 sentence i.e. the adjective
 sentence for example occupies
 the place which the adjective
 would take, and so of the
 others" So Greene says Section
 269 Analysis "Subordinate Clauses
 are divided according to their
 nature and use into substantive,
 adjective and adverbial"
 Section 273 "The substantive
 clause, like the substantive
 may become the subject, attrib-
 ute or object of a sentence"
 The sentences of Kuhner and
 those of Greene embrace the
 complete idea of the subordi-
 nate clause, being used as a
 principal or subordinate ele-

ment. So Becker who designates
subordinate clauses by the
term accessory sentences. Section
327 says "Accessory sentences
accordingly are divided into
substantive, adjective, and
adverbial accessory sentences.
A substantive accessory sen-
tence is a sentence which is
equivalent to an abstract sub-
stantive. An adjective accessory
sentence is a sentence equiv-
alent to an adjective, used
either as an attribute to qualify
a substantive or An adverbial
accessory sentence, is a sentence
equivalent to an adverb."
A phrase in analyzing is regard-
ed as consisting of an infinitive
or a preposition and its object.
Becker Section 175 says "Prop-
ositions connect an object with
its predicate or an attribute
with its substantive and show
the relation between them. Most
of the prepositions are originally
expressive of relations of local-
ity, but denote also time,
manner, causality, and almost
all the relations of objects or
attributes." In other words, prop-
ositions and their objects are

Modifiers. So Becker in Section
 125. Speaking of the various
 forms of the predicate, says
 it may be 'Substantive with
 a preposition'. S. Tower page
 152 says "A noun or pronoun
 indirectly limiting a word with
 which it is connected by a
 preposition is in the objective
 case. A word indirectly limiting
 a word with which it is con-
 nected by the preposition *to*,
 is in the infinitive mood".
 So Greene on page 88 says
 "The form most commonly
 used as a subject is the infin-
 itive". All writers speak of the
 infinitive as often used as
 a noun. Tower Section 14
 says "A noun may be indi-
 rectly modified or limited by
 another noun, connected with
 it by a word usually placed
 before it, and hence called a
 preposition". Section 15 "A
 verb may be indirectly mod-
 ified or limited by a noun
 connected with it by a prep-
 osition". Section 22 "An adjective
 may be indirectly modified or
 limited by a noun connected
 with it by a preposition".

Section 23 "An adverb may sometimes be indirectly modified or limited by a noun connected with it by a preposition." First the modification by the infinitive, or the preposition and its object appear as for Common Learning among Grammarians, earlier than Jones. Old edition of 1847 previous to the publication of Jones analysis is also too explicit in this subject to be overlooked. Section 81 "The Scholar loves to study. Analyze Scholar is the subject, Loves is the predicate, Modified or limited by the verb to study in the infinitive mood." In Section 25 remarks three He also designates the use of the phrase as a Modifier "The meaning of Nouns and Pronouns may be Modified by the prepositions in, of, on, with, at, and the Noun or word following them". In in remark four. Old says "The meaning of Nouns and Pronouns may be Modified by a relative clause." In Section 23 he says "The subject of a

Sentence may be modified
 first, by an adjective, second
 by another noun, or pronoun
 third, by an adjunct, fourth
 by a relative clause. In
 Section 22 he defines ad-
 juncts and gives the examples
 thus. "An adjunct is two or
 more words connected with
 another word, to modify its
 meaning. Example, A row of
 trees. Of trees is the adjunct
 of row." I shall have occasion
 to refer to this subject again
 so far as relates to phrases
 and clauses. I cannot see
 upon what grounds, Greene can
 claim to be the author of
 the division entitled the elements
 of a sentence. The subject is
 treated with great copiousness &
 ness in the authors above
 mentioned, it forms the basis
 upon which their works are
 prepared. In them we find
 the same number of elements
 designated, the same nature
 and office assigned to them,
 and the same terms used ex-
 cept in one or two instances.
 In three instances, the terms
 used by Greene, and Covert
 are more in harmony with the

American Grammar of expression
than the German terms for which
they are substitutes. It is ~~worthy~~
worthy of attention in this con-
nection having under consid-
eration Mr. Gramer's claim to
originality: respecting what might
with no impropriety be termed
the Corner Stone of the System
I read a remark of Becker
in the preface to the edition
of his Grammar to which I
have referred he says pages
Preface "This new edition ac-
cordingly is like the first, found-
ed upon the Authors System
of German Grammar, which
has been adopted by almost
all Modern German Gramma-
rians and has been introduced
into a great number of ac-
cording schools" I would refer
to a remark made at the
outset, that leading points,
or principles of the Analytical
System are to be met with
in the writings of early Gramma-
ricians who did not treat
of the System itself. Thus the
Edinburgh Encyclopedia Volume
10, Edition 1834 Article Grammar
page 24 describes the adjective

element as it is termed by
 Covert, Greene & others." The
 most usual effect of adjectives
 is to reduce within a more
 limited range, the applica-
 tion of a general term, by the
 addition of a circumstance
 which belongs only to a limited
 part of the genus, which that
 term expresses, as a Man, a
 good Man. An additional
 circumstance attached by means
 of another adjective would limit
 the meaning still more, and
 an accumulation of adjectives
 of this sort is capable of affor-
 ding a combination of suffi-
 ciently limited occurrence for
 any purpose of distinctive and
 description.

The different properties of elements.

The different properties of elements
 might be regarded as a part of
 the previous topic. It is hardly
 possible to speak of the classes
 of elements without noticing
 more or less, their properties. The
 points of importance in this topic
 are that elements may be simple,
 complex, and compound. In these
 respects elements and sentences
 are treated precisely alike. A

Simple sentence consists of a single proposition, a simple element, consists of a single element. A Compound sentence consists of similar propositions, and a Compound element consists of similar elements. A Complex sentence consists of dissimilar propositions. A Complex element consists as a whole, of dissimilar elements. It might be sufficient to refer to what I have said relative to the three classes of sentences, and to the authorities noticed as treating on the subject, for all the writers recognize similar properties in elements. Thus De Saey page 20 and 21 says "The subject is simple when it denotes but a single thing, whether the nature of that thing be ^{expressed} by one idea merely or by several ideas which all conspire to its determination. It is compound when it denotes several things, the nature of which is determined by ideas independent of each other". On page 21 he says "The attribute is simple when it expresses but a single quality of the

Subject, whether that quality be
 determined by a single idea
 or by the union of several
 which depend upon each
 other. It is Compound when it
 expresses different qualities of
 the same Subject, determined
 by ideas independent of each
 other. The simple of Dr. Lacy,
 may be incomplex, or Complex.
 So on page 22 he says "To
 ascertain whether the Subject
 of a Proposition is Simple or
 Compound we have only to
 observe whether this Proposition
 can be resolved into several,
 which shall all have the
 same attribute and different
 Subjects." So Malloch in Section
 204, 205, & 206. Says "The Sub-
 ject is either Simple or Compound.
 The Simple Subject is a single
 Noun, or a word that supplies
 its place either alone, or bare-
 ly modified. A Compound
 Subject consists of two or more
 simple Subjects, to which one
 predicate belongs." So sections
 212 '13, '14 "The predicate like
 the Subject is either Simple or
 Compound. A Simple predicate
 consists of a finite verb. A Com-
 pound predicate, consists of two

or more simple predicates belong-
ing to the same subject or
subjects". Section 229 "That
member of a Compound sentence
on which the other members
depend is the leading clause
its subject the leading subject
and its verb the leading verb".
So also Andrews and Stoddard
Page 162 "The predicate like
the subject is either simple
or compound". Landais in
his Grammaire Generale Page
384 says "The subject is
Complex when the Noun or
infinitive (used as a Noun)
is accompanied with ad-
ditional words which explain
extend, limit, or determine
its sense". Page 385 "The
attribute is Complex when the
Principal word assigned to
show the relation of the subject
to the Predicate of being attrib-
uted to it is accompanied
by other words which modify
explain, or limit its signification.
It is unnecessary to state that
according to the principles we
have been considering, there can
be no other words performing
this office, unless they are sub-

ordinates of the subject or attribute. But Covell's definition of a Complex element, is one in which subordinate words qualify the leading element. Landais's idea of Complex elements is precisely the same as that of Covell and also of Greene. I shall have occasion to speak of this feature of elements again.

Analytical grammarians have long been familiar with the leading ideas which it comprises

Subject & Predicate

The next topic of importance is found to arise from the logical definition of Simple Sentences or of Propositions. These are defined by Covell as follows Section 140 "The Subject is that of which something is said. The Predicate is that which is said of the Subject. These may be either Simple, Complex, or Compound." Section 157 "The Subject may be Simple, Complex or Compound. The Predicate may be Simple, Complex, or Compound." Section 158 Remark "To deny a thing is to affirm a negative."

"The predicate may also be assumed or enquired for"

"The essential parts of every sentence are the subject and predicate" Hubner treating of the same says Section 238 (2) "Every sentence must necessarily have two parts, the subject and the predicate. The subject is that of which some thing is affirmed, the predicate that which is affirmed of the subject" Becker Section 21 & 22 says "The subject i.e. the person or thing spoken of, the predicate i.e. that which is affirmed of the subject"

Section 23 "The subject as well as the predicate is often found to be compound" So likewise De Saey page 19 says "The subject may be either simple or compound. The simple subject may be either complex, or incomplex, the attribute may be either simple or compound. The simple attribute may be either complex or incomplex". In a note on page 88. he also asserts the affirmed negative "Negative propositions are genuine affirmations of a negative attribute".

Andrews & Macdonald use words
 which are subsequently given
 by Greene thus "The subject of
 a proposition ^{that of which} is something is
 affirmed. The predicate expresses
 that which is affirmed of the
 subject" ("Note") The word affirm
 as used by grammarians must
 be understood to include all
 the various significations of the
 verb, as expressed in the dif-
 ferent moods. So Crone in the
 (remark) Section 156 says "The
 word affirm is applied to all
 forms of the verb except the in-
 finitive and participle. Kuhnke
 Section 238 (4) says "The subject
 always has the force of a
 substantive and hence can
 be expressed either by a substan-
 tive or a substantive personal
 pronoun, or numeral, or by an
 adjective or participial used
 as a substantive, or by an
 adverb which becomes a sub-
 stantive by prefixing the article,
 or by proposition followed by
 the case it governs, or by an
 infinitive. Finally every word,
 letter, syllable and every
 clause can be considered as
 a substantive "p" This is a

remark which fitly and sum-
marily embraces a considerable
portion of the Contents of Green's
Analysis. As sentences have three
forms, and elements three forms
so the subject and predicate
which are in one sense almost
synonymous terms with the
preceding have three forms.
To illustrate the views of dif-
ferent writers may lead us over
Some of the ground we have
already passed relative to
Simple, Complex, and Compound
elements, but as it will serve
to show more clearly what is
common leaving it is important
Both subject, and predicate may
have three forms, thus

| | Subject | Predicate |
|----------------------|--------------|--------------|
| 1 st Form | Boys | read |
| 2 ^d Form | Good Boys | read |
| 3 ^d Form | Boys & Girls | read & write |

By different writers each form
has been variously designated.
Thus Coole Section 157 desig-
nates the first form as Simple
or a Simple Sentence, because
it contains a subject and
predicate, or a subject and
a Verb, or as containing a Simple
subject and Simple predicate

In Section 158 under the title of simple or grammatical subject he says "The simple subject is a Noun, or Pronoun, or any letter, character, syllable word, phrase, or proposition". Section 159 he says "The simple predicate is always a verb". In Section 162 he says "The simple predicate becomes complex by the addition of one or more words phrases or clauses". So also in Section 157 he says. "The subject may be simple, complex, compound the predicate is". Thus he designates the three forms as simple, or grammatical, complex, or logical and compound. De Saey relative to the same thus speaks page 19 "The subject may be either simple or compound". The simple subject may be either complex, or incoplex" And so of the attribute also. Again on page he thus defines these parts respectively "The subject is simple when it denotes but a single thing, it is compound when it denotes several things" "A simple subject may be either complex or incoplex. It is incoplex

when it denotes a thing, the nature of which is determined by a single idea only, Complex when it denotes a thing, the nature of which is determined by several ideas" The definitions of the respective attributes are precisely similar. On page 125. he calls the Complex the logical, and the Simple, the grammatical, thus these forms are treated of by him as follows First, Simple, or simple, or grammatical. Second, Complex or logical. Third, Compound. In Melan's Latin Lesson, Copyright secured 1845. Section 55. The same topic is treated thus he says "when the subject stands alone it is called the grammatical subject, but when the subject has one or more words joined with it to explain or modify it, it is called the logical subject" "The predicate is likewise grammatical or logical. Grammatical when it stands alone, logical when it has one or more words joined with it to explain or modify its meaning" First, Grammatical, Second, logical, Third, Compound

So Hold in page 59 & 60 says "A sentence is any collection of words, comprising a subject and predicate. The modified subject, is the subject explained, described or limited by one or more words". So also the modified predicate. (Note) "The modified subject is usually termed the logical subject; and the modified predicate, the logical predicate". So Landais page 384 says "The subject and attribute are simple, compound, incumplex, or complex". On page 11 section 5. Brown's Grammatical Lessons says "The principal parts of a sentence are the subject which is the name of the person or thing spoken of, and the predicate which expresses what is said of the subject". Deacy page 15. says "There can be no proposition unless there is a union of a subject, a verb and an attribute". Kebleman section 238 says "Every sentence must necessarily have two parts a subject, and a predicate".

Proposition

The Proposition is recognized by a large class of writers, and from an early period as we have already noticed, Cowell says

"A Proposition contains a Subject and a Predicate. The Subject is that of which something is said, the Predicate is that which is said of the Subject, there may be either Simple, Complex, or Compound." Of the Nature of Propositions De Saey says page 115 "Every proposition supposes a Subject and a Verb and an attribute" Kuhnner, Andrews and Stoddard, and many other writers speak of the Proposition and all use similar language. The expression used by Covell "There may be either Simple, Complex, or Compound" follows as a matter of course from his previous definitions of elements, and embraces ideas which have been shown in writers previous to Greene.

Simple or Grammatical Subject
I have already had occasion to notice Mr Covell's definition of the Simple and Grammatical Subject, and Predicate, I will refer to it again. In Section 158 he says "The Simple Subject is a Noun or Pronoun or any letter, Character, Syllable, Word, Phrase, or Proposition used

as a Noun" Used as a Noun is the important point of this definition, and what can is a Noun is a Simple Subject. The Simple Predicate he says in Section 159 "is always a Verb". On this point De Laeg expresses precisely the same idea "The Grammatical Subject consists only of those words which express the principal idea, an idea which serves as a Kind of basis for all the rest, and which the necessary word ideas only enlarge, restrict or modify". The sentence preceding this is as follows and defines the logical subject "The Complex subject is itself the logical subject, for the logical subject is composed of all the collective ideas, which unite to determine the nature of the thing in question and of all the words which express those different particular ideas". It is well to notice in this connection the expression "Kind of basis" used by De Laeg he says "an idea which serves as a Kind of basis for all the rest". Mr Greene says in Section 144 "In a

Complex element, the simple element on which the others depend is the basis of it". The term basis designates the same, both with De Lacy and Greene. But to return to the Grammatical subject & the examples presented by De Lacy on pages 121, 125, and 128, are important in this connection as conveying his views and illustrating both Greene and Couell. Hallock's Grammar of 1842 is full on this point - Sections 201, 202, 203 he says "The Grammatical Subject is a Noun or something that supplies its place, the logical subject is the Grammatical Subject, with its various modifying turns". The views of Hallock are more full and explicit than those of Greene and have more resemblance to Couell, both of whom seem to be in advance of Greene here. The same may be said in relation to Andrews and Stoddard's Grammar Sections 201 & 202, their definition of the Grammatical Subject is this. "The Grammatical Subject is either a Noun, or some word standing for a Noun". "The logical subject

consists of the grammatical subject with its various modifications." So Kenyon in page 18 says "The Complex subject is a subject of discourse, having other words modifying its meaning". Greene thus defines the point in his Analysis, Section 94 and 95. "The subject considered apart from the adjectival element is called the grammatical subject, or simply the subject. The subject taken with the words which limit it, is called the Complex or logical subject. In Sections 112 and 113 similar language is applied to the predicate, the same definitions I think are repeated in First Lessons pages 107 & 114. It is difficult to conceive how there can be any infringement of Mr Greene's rights on this point by Coall.

Phrases.

Coall defines a phrase thus Section 145 "A phrase is any collection of words not forming a proposition, but in analysing it is limited to one infinitive or a proposition and its object." Section 165 "A phrase may

become Complex, by the addition
of one or more phrases, or clauses.
First first by phrases, second by
clauses. Again he says that "The
proposition and its object constitute
a phrase, used as a constituent
part of a sentence. It may be
considered as the expansion of
the corresponding words ele-
ment." Section 207 is a sum-
mary of the mode of use of
a phrase, first as a substan-
tive, second as an adjective,
third as adverbial element.
Hagins Grammar of 1842 is quite
full on the topic of phrases
he says page 111 "A phrase is
a single participle, or an assem-
blage of words attached to a
verbal form of construction or
to another phrase, or independent
word. There are five kinds of
phrases, the prepositional, the par-
ticipial, the gerundive, the
prepositional, gerundive, and
the infinitive. Prepositional phr-
ases begin with a preposition
and commonly end with a
noun, or a substitute for a
noun governed by the prepo-
sition" page 151 "The infinitive
phrase is a verb in the infin

the word, and some other parts or parts of speech, intimately associated with it."

"The essential element of the passive infinitive phrase is the passive verb in the infinitive mood" Kenyon's Grammar is much more precise and covers the ground taken by Covert. Section 9 treats of propositions and phrases. The phrase as a modifier is very explicitly presented thus "Any phrase modifying a substantive performs the office of an adjective and may be called an adjective phrase, and any phrase modifying a verb, adjective or an adverb performs the office of an adverb, and may be called an adverbial phrase"

Section 90 (5) "A phrase or proposition may be modified the same as a single word"

The full force of this last extract from Kenyon can be seen only by reference to his system of modification, which is carried to much detail, upon the same general principles as that of Green or Covert. Fowler's Grammar section 54 thus defines phrases "A phrase or clause may be the subject of a

proposition or may limit the pred-
icate, either representing the ob-
ject of the action expressed by
the verb or denoting the same
thing as the subject." Sanborn
in his analytical Grammar of
the English Language, thus de-
fines phrases and adjuncts which
are hereafter noticed. "A phrase
is two or more words
rightly put together." "An adjunct
is composed of a proposition
and the objective case, which
it governs, including all inter-
vening words." So on page 189
he says "The infinitive Mode
used as a noun is called a
verbal noun. The use of the
infinitive is explained with
much fullness showing how it
performs the part assigned to
it as a subject, and as an
object. So Held edition of 1846
on page 23 says "As was stated
in my remarks on the subject
of words, phrases and clauses,
where this point was noticed
"The subject may be modified
by the words in, on, of, at,
with, and the noun following them
as a Man of honour". This
is a phrase or the proposition

and Noun used as the adjective element, So on page 18, Section 12 Balde proceeds to show how the subject is Modified. First by the adjective, Secunda, (page 22) by another Noun. Tertia (page 23) by a Noun and a preposition. So on page 29 he speaks of the predicate as Modified by a preposition and a Noun and on page 32 as Modified by a verb in the infinitive mood. On page 23 he defines an adjunct as follows "The parts of clauses which modify nouns are called adjuncts."

On page 31 "When a preposition with its object modifies the verb it may be called the adjunct of the verb." "Prepositions with their objects modify Nouns" "Prepositions with their objects modify adjectives" "Prepositions with their objects sometimes modify adverbs" "Prepositions with their nouns are adjuncts of nouns, verbs, adjectives, relatives, and adverbs." Covell says in sections 161, 162 & 163 that the subject, predicate, adjective, and adverbs, may be limited by phrases. ~~Kubner~~ Kubner Section 305, Notices

the infinitive used as an object and attribute, thus the title of the section is "The infinitive and the participle used as an object and attribute" Gould Brown page 187 likewise designates the use of the infinitive "It may stand for, first, a Subject, second, a predicate or" Greene in his Analysis page 9 (B) "The Component parts of a sentence are the words, phrases and clauses which enter into its structure" On page 84 "An element of the second class is an infinitive, or a proposition and its object. Thus taken as a phrase form like an element of the first class a constituent part of the sentence" And so on to page 120. Also page 173 and First Lessons pages 127, 137, 157, 161

Parts of Sentences

In Section 146 Correll says the parts or elements of sentences are words, phrases, clauses or members. 1 word - sin 2 phrase - to sin 3. Clause - that we should sin. 4. Member - the word of the Lord is right. The connective element is a prop

position, Conjunction, Conjunctions
 adverb, relative pronoun or
 phrase" De Lacy on page 43
 speaking of the relations of words,
 says. "These relations are de-
 noted sometimes merely by the
 places which the words occupy
 in a proposition, sometimes
 by the different terminations which
 are given to the same word, some-
 times finally by certain words
 placed between the word which
 is employed in a relative man-
 ner and that which is in rela-
 tion to it. These words are called
 prepositions. So on page 51 he
 says "But Conjunctions do not
 merely in a vague manner de-
 note a relation, they also deter-
 mine the nature of the relation"
 On page 55 he also says "The
 words, who, which, whom &c
 called by most grammarians re-
 lative pronouns, have evidently
 the function of a Conjunction. They
 serve to connect the Conjunctions
 with the principal proposition."
 So on page 47 "Every adverb is equi-
 valent to a preposition followed
 by a Complement. So on page 58
 he also says "The words who, which
 are not the only words which can

not the function of a Conjunction
with another design. There are Con-
junctive Nouns, and adverbs, as
well as adjectives and a char-
acteristic of these words is, that
we can substitute for them
another form of expression. He
does as he says: i.e. he does in
the way which he says". Becker
in Section 116 also says in a
note, "The same word being
frequently used in English as ad-
verb, preposition and Conjunction
care must be taken not to con-
found these different signifi-
cations, because they are expressed
by different words in German".
So Bold Section 112 remarks
to (2) edition 1849 says "The
Learner should never neglect
a connective, but carefully
consider whether it connects
words or clauses, and whether
it is an adverb, conjunction
or relative. After the Office of the
Connective has been pointed
out each clause of the com-
pound sentence should be
analyzed as explained in
part 1 page 71. So on page 144
De Lacy says, "I have now attained
the end which I proposed to

myself namely, to prepare every
 person who is ~~studying~~ studying
 either his native, or any other
 language to understand the na-
 ture of all the words which enter
 into the composition of discourse
 and the relations which exist be-
 tween different words in the same
 proposition or between different prop-
 ositions which compose a sentence
 or paragraph. It is worthy of
 note that the author of this
 remark says in the introduction
 to his work, first published about
 the year 1800 as follows: "This
 little work which I now pub-
 lish under the title of 'Principles
 of Grammar adapted to the Ca-
 pacity of youth' is little else
 than an abstract of the best
 writings on this subject which
 have appeared in France, and
 especially of the Port Royal 'Gen-
 eral and Rational Grammar'
 of Beauzée's 'General Grammar'
 and of 'The Natural History
 of Speech' and the 'Universal
 Grammar' by Count de Gebelin"
 Dr Becker in lecture 166 says

"Adverbs therefore are always and
 can only be subjects, they have the
 same value as ~~at~~ a substantive
 with a proposition" "This is the

reason why one language employs
an adverb for what is expressed
by a Substantive with a prepo-
sition in another language"

Again in Section 324 he says
"On the other hand an accessory
sentence is frequently deprived of
that form which makes it a
sentence i.e. of a subject or
predicate and is expressed merely
by an infinitive or participle
as e.g. Our going thither is
uncertain (~~whether~~ it is uncertain
whether we shall go thither
This contraction of accessory
sentences is however not so
frequent in German as in En-
glish" Again in Section 348
he speaks of Clauses under the
title of "Contracted accessory
sentences" These are subdivided
into "a) Substantive accessory
sentences b) adjectival accessory
sentences c) adverbial accessory
sentences" In Section 178 he says
"Two sentences are connected
either by way of Subordination
when one of them (which is
termed the accessory sentence)
stands in the room of the subject
the attribute, or object of the
other sentence (which is termed

the principal sentence " Nothing can be more explicit than this explanation of the functions of the clause. Held on page 16, makes this special remark " Any word phrase, or sentence can be used as a noun in the nominative or objective case &c " In Towns Gradual Lessons Section 55 says " When a sentence has several parts each containing one or more distinct propositions these parts are called members, and the propositions in each member its clauses. " The designation of elements as words, phrases, and clauses has been already noticed. It may be sufficient now to say that these terms have been in common use among grammarians for a long period whether they treated grammar analytically or not. The ideas to which they have been applied have varied in the instances of phrases, but beyond a doubt all the ideas to which they have been applied (phrases) have been common learning as I have already shown with one or the other class of grammarians.

Variation of Elements

Blanchard
In section 176 Coe says "Words
phrases, and Clauses, by expansion
~~and~~ contraction may be changed
one into another" On page 95
De Jacz says "But a preposition
and its complement may as we
have before seen be expressed
in an equivalent manner by
an adverb. It is then possible
that a preposition and the
infinitive which serve, as its
complement, should be exactly
represented by a single word
which should perform the func-
tions of an adverb" So Becker
327 treats of accessory sentences
(clauses) which are equivalent
to words thus "An accessory
sentence being the subject, attribute
or object of a principal sentence
must be considered as standing
in the place of a substantive
adjective or adverb" &c at some
length. Kuhner also notices the
same in section 328. "Substan-
tive sentences are substantives,
or infinitives (words or phrases)
expanded into a sentence (clause)
and like substantives constitute
the subject as well as the attri-
bute and object of a sentence"
A similar remark is made

by this Author relative to adjective sentences Section 331, and adverbial sentences, Section 335. The whole subject is Common Learning, and will be recognized by every one, as merely varying the form of expression of an idea.

Relation or Connection of Words.

Cooley Section 177 says "Some words represent principal ideas, others the idea of their relation. The union or relation of words must correspond to the union or relation of the ideas expressed. Hence Section 198 words are united immediately or by a connective" as "wise men" without a connective. "Men of wisdom" with a connective. Gold Brown page 90 says "In all correct language the grammatical relation of the words corresponds exactly to the relation of the things or ideas expressed" This point presents a common idea and is embraced in the term connectives, as applied to certain parts of speech whose object is only to show the relations of words. It is a principal of grammatical construction which has been recognized ever since

definitions have been given to propositions, conjunctions &c. It is thus noticed by De Tracy page 42 "When I use but a single word to paint the idea of a thing, or an action. this word is used in an absolute manner; when the principal word which characterizes the thing or action is followed by one or more nouns, which are related to it and modify the principal idea this word is employed in a relative manner" These words not only designate certain words as principal and others as relational, but designate that the union of the words to which they refer is by connectives as see example given by De Tracy. In the same Author on page 39 says "Sometimes the adjective forms of itself the attribute of a proposition as in the expression 'Nero was cruel' Sometimes it enters into the subject or into the attribute, or into some other accessory part of the proposition to qualify the noun to which it is connected It is thus that it appears in these propositions 'An obedient son is the joy of his father'

'Solomon was a just King'
 Every where else as the adjective
 performs only the function of a
 qualificative, it must necessarily
 be joined to a Noun so that
 is the words are united im-
 mediately. So on page 44 De
 Sacy says 'In this sentence
 'Moses gave the law of God to
 the Jewish people'. There are
 three relations. The first has for
 its antecedent-lem 'gave' and
 for its consequent-lem 'the law'
 The second has for its antecedent
 'the law' and for its consequent
 'God'. The third has for its ante-
 cedent 'gave' and for its conse-
 quent 'the Jewish people'. In the
 first relation there is no exponent
 (connective). In the second, the
 exponent (connection), is the propo-
 sition 'of'. In the third the ex-
 posant (connection), is the propo-
 sition 'to'. Bocher is very precise
 on this point, and both Greene
 and Cowell in their notices of it
 resemble the German writers
 I have already mentioned. Bocher's
 definition of Notional and Rela-
 tional words, Notional words
 he calls the essential parts of speech
 and relational words those "which

do not in themselves represent an idea or notion, like Verbs and Substantives, but merely point out the relation

Objects and their attributes

Could designate as an object Section 153 "Any thing that has a name" He further says "All subjects possess certain properties called Attributes. The Attributes are of six kinds, Being, State, Action, Limitation, Quality, Class. 1st Attributes of Action, Birds fly. 2^d Attributes of quality Snow is white. 3^d Attributes of Class, Gold is a Metal" Section 154 "The attribute of an object may be either assumed or predicated. Assumed, as pure water, Paul an Apostle, Predicated as the water is pure, Paul was an Apostle" The Assumed Attribute is noticed by Bold page 22 "The Noun may be Modified by another Noun, as Milton the Poet" On this topic the word Object is used synonymously with the word Subject by all writers to whom we refer. Becker likewise notices this point Sections 24 & 25 "All words qualified or individualizing a substantive are bound to its attributes. The relation of an

attribute to its subject, is called
 the attributive relation and
 the combination of a substanti-
 tive with its attribute is called
 the attributive combination e.g.
 a young Child, the old man
 This is the assumed attribute
 of Covell. In Section 234 Becker
 also says "It is obvious there-
 fore that the attribute will in
 general assume the same form
 as the predicate". The forms of
 the predicate have already been
 noted, as such as to express
 quality, action, Class &c In section
 233 he says "Now we only
 treat of the attributive proper
 i.e. Substantives or adjectives
 used to qualify or individual-
 ize another substantive". So
 likewise De Tracy notes this, this
 topic page 34 "We often consider
 beings with relation to their
 qualities, whether essential to
 their nature, or accidental".
 Another on page 39. he describes
 adjectives as used in discourse
 with two different functions
 Sometimes the adjective forms
 of itself, the attribute of a prop-
 osition as Nero was cruel, some-
 times it enters into the subject, or into
 the attribute, or some other acces-

Long part of a Proposition to qualify the Noun with which it is connected, as an obedient Son". These are the assumed and predicated attributes. De Laury also distributes adjectives into Circumstantial, and qualificative. Kuhner in Section 383 (3) expressly speaks of the attributive qualifications as conceived or assumed. In Greene it is considered to be of great importance in the construction of language whether an attribute is assumed or affirmed. It is true that in one case, the expression is a thought, and in the other it is an idea, but there exists no real ground for the importance attached to it by him. Could on the other hand notices like Kuhner and others the assumed attribute, but attaching no more importance to it, than all grammarians have done, when offering the old mode of expressing the same idea thus "An adjective agrees with its substantive in Gender Number, and Case". The predicated attribute is noticed by all writers on analytical construction.

tion. Green Page 11 says "We naturally distinguish objects by means of some of their properties. These properties are called attributes" &c &c Analysis Page 11. 12. 16. First Lessons, 83. 85.

Models of Analysis.

In Section 148 Correll thus points out the Method of Analysis adopted by him "In analysing words in full give first an etymological, second a syllabic, third, a fonet-phonetic, and fourth a literal analysis. In analysing sentences give 1st the kind of sentence and its clauses. 2^d The subject and its limitations. 3^d The predicate and its limitations. In analysing a discourse, separate it first into paragraphs, second, separate the paragraphs in sentences, and third analyse the sentences" In sections 156. & 168 are examples of this Method of Analysis. I shall notice only so much of his Method as relates directly to, to construction of sentences. Correll thus defines analysis "Analysis is the act of separating a combination into its elements" Bold in his Grammar thus treats the

Subject Section 22 "Analysis
Signifies resolving, dividing
or separating. The analysis of
a Proposition consists in sep-
arating or dividing the propo-
sition or sentence into the parts
of which it is composed, and
in showing the relation of these
parts" Section 23 "Methods of
Analysing. 1. Point out the Subject
of the Sentence 2. Point out the
Predicate of the Sentence 3. Point
out the Modified Subject. 4.
Point out the Modified Pred-
icate. 5. Point out the adjuncts
or Modifiers of such other
words, as are Modified, or
limited". In Section 98. Examples
are given, Entitled "Sentences
to be analysed, and parsed"
So in Section 117, the part en-
titled ~~the~~ Analysis of Compound
Sentences, he then begins "Order
to be observed 1. Point out the
independent Clause, or the one
which asserts something of the
other Member, this may be
known by its not having any
connecting word immediately
preceding it. 2. Point out the
Clause or Clause, connected
with the leading or independent

member. 3. Show how the remain-
 ing clauses, are connected with
 each other. 4. Analyse each
 of the simple members. ~~Begin~~
~~may~~ beginning with the indepen-
 dent clause 5. Examine and parse
 each word separately, giving its
 class, variations, and rule of
 construction. The difference between
 Covert and Covert in Chief is,
 that the former gives the Method
 of Analysis for all sentences, while
 the latter gives first a Method
 for simple sentences, and after-
 wards a Method for Compound
 sentences, which embraces a Meth-
 od for simple. So far as comes
 within the scope of the point
 in question, Covert requires the
 kind of sentence to be stated,
 which Wells does not. In the
 subsequent steps prescribed they
 are similar. From Covert on
 on page 11 of his *Gradual Lessons*,
 and on pages 12, 13, 14, 24, 32,
 44, 49, 48, 52, 63, 64, 156, gives
 examples of his Method, illus-
 trating each point previously
 presented, and on page 150, he
 commences a series illustrating
 all the previous principles. In
 Wells Grammar of the English

Language Edition of 1846 thus
speaks of the Analysis of Sentences
"In Analysing a Simple Sentence
the first thing to be done is to
name its principal parts. The
next step in order is to design-
ate the several modifying words
and phrases, which belong to the
subject or leading part of the
sentence and explain the particu-
lar office of each. When the
adjuncts of the subject have been
thus disposed of, the adjuncts of
the other principal parts may
be taken up in the same man-
ner. If the sentence to be ana-
lysed is compound the pupil
should first resolve it into its
component members or clauses,
and explain the nature and
office of the connections. He may
then proceed to analyse the dif-
ferent members or simple sen-
tences in the manner already
described" Then follow examples
So De Lacy presents on pages 124
to 132 illustrations of the principles
of his system at considerable
length. Wallack also when Cove
strongly resembles offers examples
on pages 142 + 143. Greene in
section 26 Analysis thus speaks

"The resolving of a sentence into its elements or of any complex element into the parts which compose it, is called Analysis". He then proceeds to furnish examples as each point is advanced in the progress of the book. It is worthy of note that these examples of different Authors are presented as illustrations of the principles upon which the analysis of sentences is based. These examples are similar in their subject matter. They differ in the limits in some few instances, and in the extent of the Analysis, but all are treating of Common and universal principles, with only those peculiarities, arising from the different views taken of the same thing by different minds. I do not see that Covert has taken any thing from Peacock on this topic. He may be similar in some particulars as he is also to Hald, Fowler & others, it is a process common to them all, and founded on the same scientific principles.

Abridged Propositions

Covert in Section 18, says "An abridged proposition is one that has its predicate so changed as

as to destroy the Affirmation"
He then proceeds at some length
to explain the various Changes
by which a proposition becomes
abridged. Greener Analysis Section
340 is quite full on the subject
Kuhn's Greek Grammar Sections
312. 319. 326 + 347 is equally
full on this subject. So Becker
Sections 236. 254. (2) 324.
345. 348. This abridgment of
propositions is what all persons
not regarding the Analysis of
Sentences would speak of as a
changing of the form of expression.
The methods pointed out by these
writers which I have named
consist in applying scientific
laws to something which has long
been known and done. So far
as treated by them it applies to
sentences containing more than
one proposition. Coall's definition
therefore when put in practice
reduces of necessity complex sen-
tences to simple sentences.

Relation of Clauses

This topic is treated by Coall
in Sections 209. 210. 211. 212. Also
Section 179. The points I would
notice are the following relative
to similarity of terms, premising

that the Science of the Subject,
 has long been well understood
 Cowell says "The relation of the
 united Clauses is shown by their
 Connectives i.e. The Connective
 shows the order of the Clause to be
 either Coordinate, or Subordin-
 ate. 1. Coordinate Connectives
 unite Coordinate Clauses to form
 Compound Sentences. 2. Subordinate
 Connectives, join on Subordinate
 Clauses to form Complex Sentences"
 Section 210 "Coordinate Clauses
 by their Connectives become Cop-
 ulative, adversative or alter-
 native" Section 212 (3) "A sub-
 ordinate clause may like a
 phrase be used as a substantive
 adjective, or adverbial element
 1. A substantive clause element
 is introduced by that, but, if and
 the interrogatives who is or by
 incorporation 2. An adjective
 clause element is introduced by
 the relatives who is" De Lacey
 page 49 says "Sometimes a prop-
 osition is opposed to that which
 precedes it, Sometimes it depends
 upon it, as a Necessary Condition,
 Sometimes it serves as its Comple-
 ment" He then proceeds to speak
 of the Nature of these various rela-

tions, and gives the following illustration of alternative Conjunctions. Page 50 "It will rain to-morrow, or it will blow very violently, for the Barometer is falling." Here are three propositions. The two first are joined by the word or, indicating doubt and alternative" Hazen on page 171, makes nine classes of Conjunctions "1. Additional 2. Alternative. 3. Correspondence 4. Adversative. 5. Cause 6. Inferential. 7. Adverbial. 8. Comparative Adverbial. 9. Conditional" The term Copulative is found among the oldest grammarians and is applied by them to similar words. So Kühner in Section 319 says "When two or more sentences stand in an intimate connection with each other, there is a two fold relation to be distinguished. They are either so related to one another, as to form one thought, each however being in a measure independent of the other e.g. Socrates was wise, Plato also was very wise, or they are wholly united with each other, since

the one defines, and explains the other, and the one appears as the dependant member of the other e.g. Since the Spring has come the roses bloom. The first Class of Sentences are called Coordinate. The last Subordinate "These remarks are important. In Section 320 he says "There are three forms of Coordinate Sentences, namely the Copulative, adversative, and disjunctive. Also such Sentences as stand in a casual relation to each other may be Coordinate. Such a Coordinate may be called a casual Coordinate"

By the term disjunctive, is meant what Cooley and De Sacy call alternative; as will be seen by referring to the last quotation by De Sacy. Hubner thus defines the disjunctive. "

The disjunctive Coordinate sentence is one in which the clauses, composing the entire sentence, are united into one whole. One of which excludes the other. Hence the one can be considered to exist, only when the other does not. This disjunctive relation is denoted by It, or, or, or." In Section

326 Kuhner takes up the subject of Subordinate Sentences and under this head we find very expanded remarks upon the Substantive Clause or element Section 329. 330. — Adjective Clause Section 332. (8) — The Adverbial Clauses, Sections 342 343. Becker treats this topic on a similar basis. in Section 27 he says "Simple Sentences are connected with one another so as to form Compound Sentences. This is done either first by way of subordination, or secondly by way of Coordination" Again Section 28 "The different relations by which two sentences are connected either in Subordination or Coordination are generally expressed by particular relational words termed Conjunctions" The ideas conveyed by Becker in Section 179 & part of 180 are precisely the same as those of Coville when speaking of a Subordinate Clause, being used as a substantive, adjective and adverbial element. Becker divides conjunctions into Coordinate, and Subordinate; Coville divides clauses in the same

manner. Thus the manner of the Connectives are used as names for the Clauses, and vice versa. So in Section 182 of *Connectives* he makes Copulative, Casual and adversative, So in Section 327, he expresses again the same idea as Coville has done in Section 262 (3) "An accessory (Subordinate) Sentence being the Subject, Attribute or object of the principal Sentence must be considered as standing ~~in~~ in the place of a Substantive, Adjective or adverb" And so on through the latter portion of his book the subject is amplified with much detail. Given also on page 76 has a table of Connectives. He states thus. "Conjunctions connect words or Clauses, showing the relation of Clauses." Greener and his Section 155 has followed Becker and divides Connectives into two general classes. Coordinative, and Subordinate. The terms Copulative, adversative and alternative are used. See also pages 125. 127. 147. 182. First Lesson. pages 170. 180. &c

Direct and Indirect Quotation.

Coville is similar to the expression

of Hubner in his explanation of this topic. Section 329 Remark 3. "Hence OTC may be used when the exact words of Amathia are quoted in the same form in which they were spoken by him when in English a Colon or Marks of quotation are used" So in Section 345 the subject of direct and indirect discourse is explained in much detail. There is however no official resemblance between Coville and Greene and this point any more than between other authors, when treating of a common topic. See Greene's Analysis pages 142, 143.

Arrangement

The arrangement of a word in a sentence may be regarded as one of the conclusions of an analysis of sentences. It is difficult to conceive how a difference in general result, should follow and indeed it does not, among analytical writers. De Tracy on page 110 speaks of the same topic and recognizes the Natural and the inverted order of words as well as Coville and Greene. Hubner in Section 348 treats of the same at some length. There

are two kinds of positions, the usual and the inverted" It is unnecessary to follow him in detail. Greene has cordently pursued this section, but Correll and Greene are not similar - Becker in section 183 treats the subject with more fulness, clearness and ability, than any of the other writers. He recognizes the natural and inverted order and enlarges upon them in his definitions and illustrations. See Greene, Analysis page 189, 193.

Objects after verbs.

In section 196 Correll says "The object of a transitive verb is put in the objective case" &c The accompanying remarks are quite extensive. Greene refers to the same subject. Analysis pages 60 62, 142. First Lessons page 115 So Andrews and Woodard, Locations 229 & 234. Gold Brown pages 180, 181. and Hubner Latin Grammar pages 234, 234. Bell, page 145. Notice this topic in the same manner in which it is treated by Correll. The principal is known by all grammarians as expressed in the words, "Active

verb govern the Objective Case".
The influence of the action on the
object or the relation of the words
expressing action and object, are
common learning, among Modern
Grammarians, and noted in detail.

Materials of Sentences

Cooley Section 179 says "The
Materials of all Sentences are three-
ly substantive, Adjective or ad-
verbial. A substantive element
is any word phrase, or clause, used
as a Noun &c. An Adjective element
is any word phrase, or clause
used to limit the Noun in any
of its relations. An Adverbial
element is any word phrase, or
clause used to modify or limit
an Adjective, Verb, or Adverb"
&c. These remarks of Cooley are
in fact an inference from the
positions taken in investigating
the Analysis of ~~Subject~~ Sentences
or in other words they present
one of the results which follow
from a Scientific Analysis. The
five elements are strictly reduc-
ed to three when they are
spoken of, as the fundamental
Materials of Sentences, Cooley
briefly treats this topic as Com-
mon learning, and in this he is

eight. Greene on the other hand recognizes the same materials of Sentences and points out the manner in which the reduction is made. See Sections 169. to 177.

Now Greene has followed Kuhnert and arrived at the same results. Thus Section 172 Greene says "The Verb considered apart from the attribute performs the important function of connecting the attribute to the subject. Sections 16. 17. & 24 are referred to by him. Section 16 closes with these words "In the second it is joined to it, and asserted of it, by a peculiar connective called the Copula." By this resolution of the predicate into a connective, and a limiting word, the elements are reduced in number to four. Namely Substantive, Objective, Adjective, and Adverbial elements. Kuhnert Section 23 A (5) says "The predicate is always a verbal idea and hence is ~~expressed~~ expressed either by a finite Verb or by an adjective, participle, Substantive, pronoun, or numeral with the formal word $\epsilon\tau\iota\upsilon\alpha\epsilon$, which in this relation is usually called the Affirmation or Copula, since it ~~connects~~ connects the

Adjective, Substantive &c with the Subject and forms one thought. In Becker Section 182 says "The Verb sein to be is used to join the predicate with its subject e.g. Man is mortal &c It is therefore termed a Copula" These remarks are strictly Scientific and Correct, Logic which is the science of Subject and Predicate as applied to reasoning recognizes only the Substantive Verb, as the Copula (See Whately's Logic Book 2, Chapter one Section 2,) and has applied to it the term Copula signifying Connective and as such it is common learning and Logic. That which remains of the predicate, or the predicate strictly speaking, belongs to one or the other classes of elements. Thus Becker Section 184 says "The predicate is expressed by a Verb or by an adjective or substantive with the Copula to be. So with regard to the objective element, this is usually a substantive, or any word, or words used as a Substantive. Thus Kuhn says "By the object is to be understood all that which as it were stands

over against the Predicate, i.e. Every
 thing by which the Predicate is more
 particularly defined, namely. of the
 Cases by the Proposition in Connection
 with Cases of the infinitive & the
 Participle & the Adverb. All
 these words are strictly classed with
 Substantives, adjectives, or Adverbs.
 Dober Section 246 to 255-inclusive
 is very full on the objective element
 he says "All objects are either Comple-
 ting, or adverbial" "There are four
 kinds of Completing objects. Namely
 The Suffering Object, the Personal Object
 the Genitive Object, and the Facilitative
 Object. The Suffering object is expressed
 by the accusative Case, the Personal
 Object by the dative Case, the Genitive
 Object by the Genitive Case or by prop-
 ositions. The Facilitative object is in
 the Nominative or accusative Case
 or "either a preposition". It is worthy
 of Note in this Connection that Kuhn
 in treating of Compound Sentences
 embraces all dependent Sentences
 or Clauses under the term Substantive
 Sentences Section 328. Adjective Sen-
 tences Section 331. Adverbial Sentences
 Section 335. There is no discrepancy

on this topic among analytical writers
Their positions all embrace very similar
conclusions

Equivalents &c

Cowell Section 223 says "Equivalents
are expressions, having the same or
nearly the same import or meaning"
&c &c. Greene is quite full on this
topic. Analysis Section 437 &c
The points I think embraced are
I think common bearing. They ap-
pear in the works of Analytical
writers in a novel aspect, as com-
pared with many old Grammarians
being explained and classified
according to the principles of the ana-
lytical system and treated under
the terms of that system. Kuhner
commencing at Section 339 notices
many of the points in which equiv-
alent expressions are used. So
Andrews and Stoddard Section
203. (5) says "Instead of a depen-
dent Clause connected by a Con-
junction, or Noun and Participle
or two Nouns sometimes stand
as an abridged proposition, as
'the war being finished, or when
the war was finished'". So

Is also in their directions relative to the manner of analyzing sentences they say "In resolving a sentence into its Component clauses, the Participial Constructions, equivalent to Clauses should be mentioned and ellipses supplied."

Elementary Sounds

Covell section 8 says "Elementary sounds are of three classes, Vocal Sub Vocals, and Aspirates." Greene makes the same division. Analysis page 204. So A. D. Wright in his Analytical Orthography which was copyrighted in 1842, thus speaks "The Sub Vocal is the voice partly suppressed by the organs of speech thus making an under tone. The Aspirates are mere whispers produced by the organs of speech and breath."

United Letters

The definitions of Diphthong ~~triphthong~~ triphthong, proper and improper in Covell, Greene, Gould Brown, Sanborne, Hallock, and others are all with the exception of one or two words, precisely alike Covell section 26. Sanborne page 10 Hallock pages 19. 20. Greene's Analysis

Words

Covele Section 28 says "A word is the sign of an idea. An idea is the mental conception of an object". Sanbome Section 93 says "Words are signs of ideas". Murray says "Words are articulate sounds used by Common Consent as signs of our ideas".

Prefixes

Covele Section 31 says "A prefix is a part of a derivative before the root. The root is the essential or radical part of a word". Section 34 "Prefixes are mostly of Latin, Latin and Greek origin. The following list contain those which are most common". Hart Section 386 says "A derivative word is a word formed from another by some change in its termination, or by the addition of some letters at the beginning or end of a word". Section 387 "A letter or syllable placed at the beginning of a word is called a prefix. The prefixes are generally prepositions, and belong to three principal classes. Namely Latin

Latin, Greek". The writers on Grammar who notice this subject at all treat it with great similarity; the points of it are few. Greene just before page 24. Says "That part of a derivative word which is placed before the radical is called the prefix" Rules are given according to which changes are made accompanied with remarks to Correll treats the subject in a manner superior to Greene. His lists are more complete to

Prefixes and Spelling

In treating of this subject the manner of Grammarians differ. Some call them Affixes and classify them according to their signification as Hart, and Greene in one of his classifications to Murray Chapter 3^d page 37 under "Rules for Spelling" presents all the points of importance contained in Correll or Greene. His order is in general, the rules for doubling first, Next dropping, Lastly changing, but he does not specify such a division. Walloch Section 26. entitled "Spelling" presents these rules in full. Greene does not seem

to recognize their relation to correct
spelling while Couell does, like
other and older Grammarians.
Gould Brown page 19 gives the
same rules, as rules for spelling
He designates them under the heads
of doubling, and finals. So also
Wells page 223 goes over the
same ground. Sanborn on page
14 presents rules for spelling and
gives to each a title "Changing I
i" "Doubling final" "Or dropping
E." Nothing was more natural from
this than the three divisions above
mentioned.

Nouns

Couell says Section 58 "A Noun
is the name of an object, as George
Boston, Man, River. Nouns denote
immaterial as well as material
objects, as Hope &c" "Among Com-
mon Nouns are classed Collective
Substantive and Abstract Nouns".

Andrews and Stoddard say, a Sub-
stantive or Noun is the name of
an object. Nouns are either Proper
Common, or Abstract. A Common
Noun when in the singular number
signifies many is called a Collective

Noun". Wallack in Section 37 says
 "Common Nouns are divided into
 six classes. The Abstract, the Col-
 lective, the Participial, the Com-
 pound, the Sentential, and the
 Verbal". The Verbal Noun as
 defined by Covell and also Greene
 embraces the Participial and the
 Verbal of Wallack. The Compound
 and Sentential are not recognized
 by the former while the definitions
 of Abstract and Collective are
 Co-extensive in all. Gould Brown
 page 31 says "The particula. Classes
 Collective, Abstract, and Verbal
 are usually included among Com-
 mon Nouns". Then follows defini-
 tions of the three classes similar
 to Covell's. Webster's Grammar states
 "A Noun or Name is that by which
 a thing is called and it expresses
 the idea of that which exists Ma-
terial or immaterial

Voice.

In Section 101 Covell remarks, among
 other explanations relative to Voice
 as follows "The Active voice repre-
 sents the subject as acting, as John
 strikes the dog. The passive voice

represents the Subject as acted upon
As the Dog is struck by John."
De Lacy page 97 says "In the at-
tribute which expresses the idea
of an action, this action may be
considered with reference to an
Subject who acts, and as performed
by him, and then the Attribute is
called Active, or with reference to
the person or thing upon whom the
action falls, and as performed upon
that person or thing without any
reference to the agent, and then the
Attribute is called passive." An
Edition of Wells I do not remember
the date on page 84 says "The Active
voice represents the Subject or Nom-
inative as acting upon some object"
"The passive voice represents the
Nominative as being acted upon"
~~The~~ Voice is not an essential fea-
ture in the Compilation of ~~the~~ an
English Grammar. Many respectable
Authors omit all mention of it, and
perhaps the number is as large
as that of those who mention it.

Greene First Lessons page 58 speaks
of it. His language and the examples

are similar to Covells, but the subject is an old topic in Grammar

Tenses

Covell Section 106 defines the various tenses thus "There are six tenses The present, Past, future, present perfect, Past perfect, future perfect." Wells page 89 designates six tenses and defines them in the same manner as Covell and Greene.

In his Grammar of 1850 he gives the names of eight Authors who use the same terms all of whom wrote previous to 1846, and mentions nine others who sanction them. Greene's ⁴First Lessons page 62 & 63 differs from these writers in one or two words of each definition. His remarks on tenses have a resemblance to Introductory Lessons on English Grammar by Noble Butler 1846 edition. Butler says page 53 "The present perfect tense represents an action or state as perfect or finished in present time" "The past perfect tense represents an action or state as perfect or finished at some past time referred to" "The future perfect tense

represents an action or state as perfect
or finished at some future time"
Saulsourn page 55 says "Verbs
in the imperfect tense denote what
happened in time completely past"
De Lacey on page 79 & 80 divides
all time into present, past, and
future, which may be either
definite or indefinite. This is the
division which seems to run through
Covell's definition of the tenses. Greene
is familiar with the idea but his
language differs somewhat from
that of Covell.

Auxiliaries -

On the subject of Auxiliaries I no-
tice only the following points. Covell
Sections 111 & 112 "Auxiliaries are
short verbs used in the conjugation
of other verbs, they are do, be, have,
will, shall, may, can, and must.
Do, be, have, and will are also
principal verbs" "(1) In declara-
tive sentences do, denotes emphasis
and have completion, May denotes
possibility or ~~Commission~~ permission
Can, ability, or power, and must,
necessity or obligation" "(2) Shall
in the first person, and will in the

second and third, express a
 prediction or resolution, while will
 in the first and shall in the second
 and third express a volition or
 promise. In questions the order in
 the use of shall and will is re-
 versed." (4) Except be, the Aux-
 iliaries as such have only the
 present and past tenses. Hull's
 section 139 & 140. The Edition I
 have forgotten is very similar to
 Cowie, Lindley Murray page 98
 and Sanborn make the same
 remark respecting ~~it~~ shall, and
 will. Sections 531, 532, 533. In
 section 534 Sanborn adds, "the
 meaning of shall and will in
 interrogative sentences is often
 the reverse of what has been stated."
 So also Murray page 98. Again
 section 536 Sanborn says May,
 and might express liberty, or
 possibility. Section 537 "Can
 means be able, must implies
 necessity." Murray page 97 says
 "Do and did mark the action itself
 or the time of it with greater energy
 and positiveness." Hart page 69

Says "Be, as an Auxiliary is used in all its Moods, tenses, numbers and persons. Have, do, will, shall, may, or Can as auxiliaries are used in only two forms and must be in only one form. These formations by themselves may be considered as the present and past." Greene notices these points in the same manner as the Authors to whom I have referred. This Lesson pages 56 & 57, The whole subject is Common Learning in all its details.

Conjunctions

Dickes Section 178 makes two general classes of Conjunctions like Correl as Subordinative and Coordinative. The Coordinatives are Copulative, Adversative, and Causal. Hazens division page 175 into additional, Alternative, &c I have already noticed. Adversatives and Interruptions are treated with so much similarity by all writers that I do not deem it of importance to compare Correl with Greene in those respects.

To the Ninth Interrogatory he said
The Digest of Cooley and the
Analysis of Greene as ~~a~~ more class
books cannot be strictly compared
The principal feature of one is
English Grammar, that of the
other is the Construction of Sentences
The Digest and The First Lessons
are both good books and the
preference for either would depend
in part upon the age and progress
of the pupils. The Digest is a more
advanced book I think than
The First Lessons.

To the tenth Interrogatory he said
With reference to what may
be material to the subject of this
examination I would say that a
Grammar prepared on the basis
of the Analytical Construction of
Sentences as contrasted with the
Method in which many old Gram-
mars are prepared would present
many points of Common Learning in
what might be called a new dress
and thus give to them the appear-
ance of being original matter

when in reality they are old topics
and common learning

W J Tenney

To the 1st Cross Interrogatory he saith

I have not. I have studied
these books carefully, am acquainted
with all their contents, and
could analyze a long sentence
by Mr Greenes Method.

To the 2^d Cross Interrogatory he saith

I did. I first became
acquainted with Mr Greenes
books some years ago

To the 3^d Cross Int he saith

I have so stated them.

To the 4th Cross Int he saith

The particulars are all ~~found~~
stated in the answer the eighth
direct Interrogatory.

To the 5th Cross Int he saith -

Covells Digest notices all
these points in a Comprehensive
manner. It is impossible to state
where Covell obtained his Ma

Serials. I do not think he must
 have taken from Greene, considering
 the ample stores of information
 on the subject within his reach at
 the time he wrote. Both Couell
 and Greene made improvements
 upon their English predecessors, by
 presenting this science with more
 precision. Greene's Analysis is
 devoted with the exception of a
 few pages at the end, solely to the
 subject of its title. Couell's work
 is on English Grammar and following
 the example of Urdal, Andrews &
 Stoddard, Kutzer and others his
 principles of Analysis are treated
 under the head of Syntax. Greene
 in his Elements of English Grammar
 Copyrighted in 1853 has evidently
 followed Couell in this point of
 its plan. But neither Greene nor
 Couell approach the maturity of appre-
 ciation of the subject manifested by
 the German and French Grammarians,
 especially the former.

Now before me this
 24th Dec 1855
 R. B. Thomas
 rec'd.

W J Jewney

the copy.

Saml S. Green
Pro. Mr. Bishop.

Ms 2

E. G. D. S. M. A. R. S.
Dec. 14. 1855. Opened
by consent of party & filed
H. W. M. W. W.